



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 123Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q123

PRINCIPAL: CYNTHIA SUMAY-EATON

EMAIL: CEATON@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Cynthia Sumay-Eaton	*Principal or Designee	
Virginia Nunez	*UFT Chapter Leader or Designee	
Barbara Bennett	*PA/PTA President or Designated Co-President	
Clarissa Murray	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Janine Savastano	Member/Pupil Personnel Team	
Altafia McKenzie	Member/Parent	
Jasmine Mitchell	Member/Parent	
Alisha Rahim	Member/Parent	
Stephanie Harris	Member/Parent	
Tanyia Hector	Member/Administration	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, students will demonstrate progress toward achieving State standards as measured by a 2% increase in students scoring at levels 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **Data gathered through the review of student work and the review of assessment results on all grades show a need for improvement in the following literacy skills, such as: inferencing, drawing conclusions, compare and contrast...**
- **47.6% of students scored a level 3 or 4 on the NYS ELA for school year 2012.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Students' individualized learning paths (differentiation)**
- **Extension of the researched-based Writing Matters Program to infuse a grammar component**
- **ELA enrichment and intervention in our Achieving Success after school program.**
- **Differentiated instruction provided during the Literacy Block and extended day**
- **Professional learning experiences for teachers in reading and writing.**
- **Enrichment technology through the use of Achieve 3000 and Study Island**
- **Data will be reviewed on an ongoing basis (progress monitoring) to adjust instruction based on benchmark and Periodic Assessments.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Parent Workshops will be held throughout the school year on the use of Study Island, Reading Eggs, and Achieve 3000 web-based programs.**
- **Workshops on the common core learning standards will also be ongoing**
- **Parent interest surveys will be distributed twice a year to promote the development of a parent workshop calendar**
- **Monthly newsletters sent home informing parents of upcoming events**
- **School website will share upcoming school events**

Budget and resources alignment

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

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

_____ Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Using Title I and Fair Student Funding, the school will conduct a fourteen (14) week after school tutorial for 125 students in grades three through five (3-5) that are levels 2, 3, and 4 based on the 2012 state ELA assessment. Classes will have a maximum of (twenty) 20 students and appropriate materials will be purchased for use in this program.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, students will demonstrate progress toward achieving State standards as measured by a 2% increase in students scoring at levels 3 & 4 on the NYS Math assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **Data gathered through the review of student work and the review of assessment results on all grades show a need for improvement in the following math skills, such as: long division, multi-step word problems, math vocabulary...**
- **62.6% of students scored a level 3 or 4 on the NYS Math for school year 2012**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **All teachers will use the expanded data sources to develop a data tracking system (assessment binders) to improve student outcomes in math including English Language Learners and Special Education.**
- **Grades 3-5 will use Performance series, teacher-made assessments, and Acuity for monthly progress monitoring.**
- **Support will be provided by: Classroom Teachers, Math Staff Developer, SETSS, and the Math Cluster.**
- **Data will be reviewed on an ongoing basis (progress monitoring) to adjust instruction based on benchmark and Periodic Assessments.**
- **Enrichment technology through the use of Ten Marks Math, Dream Box and Study Island web-based programs**
- **Professional learning experiences for teachers in teaching math strategies.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Parent Workshops will be held throughout the school year on the use of Study Island, Ten Marks Math, and Dream Box web-based programs.**
- **Workshops on the common core learning standards will also be ongoing**
- **Parent interest surveys will be distributed twice a year to promote the development of a parent workshop calendar**
- **Monthly newsletters sent home informing parents of upcoming events**
- **School website will share upcoming school events**

Budget and resources alignment

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

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

_____ Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Using Title I and Fair Student Funding, the school will conduct a fourteen (14) week after school tutorial for 125 students in grades three through five (3-5) that are levels 2, 3, and 4 based on the 2012 state Math assessment. Classes will have a maximum of (twenty) 20 students and appropriate materials will be purchased for use in this program.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, P.S. 123Q will have implemented a school-wide positive behavioral interventions and supports program (PBIS), resulting in a decrease in the number of incidents of [bullying, fighting, etc.], Principal and Superintendent suspensions, as measured by occurrence data in OORS.

Comprehensive needs assessment

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

Based on the number of Principal's and Superintendent's suspension

- **An examination of disciplinary data revealed that the number of in-house suspensions in 2012 did not decrease from 2011.**
- **Bullying is becoming more and more frequent among today's youth in locations like school and online, according to recent national bullying statistics.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **The Guidance Counselor and the PBIS Team will provide workshops and professional development on PBIS strategies**
- **Books of the Month will include anti-bullying themed books that teachers will use to lead discussions with their students in all grades**
- **Review of suspension and incident reports will be analyzed monthly**
- **All staff will receive the curriculum map on Character Education for the school year 2012-2013**
- **The Guidance Counselor will provide additional support for students whose behaviors require more specialized assistance**
- **Anti-bullying and Character Development assemblies will be provided by outside vendors**
- **Ballroom dancing will be introduced to grade four students to support their social development**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Ongoing Parent Workshops on bullying**
- **Assembly programs on anti-bullying**
- **Opportunity to volunteer during the ballroom dancing lessons**

Budget and resources alignment

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

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

_____ Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **The use of Title I and Fair Student funding to pay for the assembly program vendors, ballroom dancing residency, and per session for staff members to attend after school professional development.**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve 3000 Foundations (double dose) Study Island Achieving Success Extended Day Imagine Learning Reading Eggs	Small group 5 periods per week Small group 3 periods per week Small group 4 periods per week Small group 2 hours per week Small group 2 periods per week Small group 5 periods of the week Small group 2 periods of the week	School Day School Day School Day After School After School After School School Day
Mathematics	Kaplan Math Achieving Success Dream Box Study Island Extended Day	Small group 5 periods per week Small group 3 periods per week Small group 4 periods per week Small group 2 hours per week Small group 2 periods per week	School day After school School day/home School day/home School day
Science	Extended Day (grade 4) Saturday Academy	Small group 2 periods per week Small group 3 hours per week	After School After School
Social Studies	Saturday Academy	Small group 3 hours per week	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group 4 days per week Small Group/ one-to-one Small group/ one-to-one	Small group 2 periods per week Small group 1 period per week Small group 1 period per week	School Day School Day School Day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- The Principal will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines
- All first and second year teachers will receive a highly qualified mentor
- Teachers will meet in grade-level teams and cross-functional teams to review data gathered from periodic and unit assessments.
- Teacher teams will work collaboratively on the use of: assessments to monitor and revise data, rubrics with the language of the standards to provide specific feedback to student regarding their work, student data to plan and set goals, results on interim assessments to provide additional supports for students
- An AIDP funded attendance teacher provide counseling to students and outreach to families with the goal of attendance improvement.
- C4E funded coach provides professional development in literacy.
- Professional development in literacy and ESL aligned to the CCLS
- Teacher per session for after school programs and differentiated professional development.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- encouraging more parents to become trained school volunteers;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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 Debra Maldonado/W. Colavito	District 27	Borough Queens	School Number 123
School Name P.S. 123Q			

B. Language Allocation Policy Team Composition

Principal Cynthia Sumay-Eaton	Assistant Principal James Bart
Coach Cynthia Raber	Coach Cynthia Raber
ESL Teacher Ellen Konstantinopoulos	Guidance Counselor Janine Savastano
Teacher/Subject Area Annette Portolano - Writing	Parent Barbara Bennett
Teacher/Subject Area Yolanda Harvey - Math	Parent Coordinator Norma PauPaw
Related Service Provider Colleen McCabe - Speech	Other
Network Leader William Colavito/Joseph Blaize	Other

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	49
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	686	Total Number of ELLs	32	ELLs as share of total student population (%)	4.66%
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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:

1. At registration, Parents /Guardians of ELLs are administered the Home Language Identification Survey (HLIS) form which is available in their native language parents are given assistance by the pupil accounting secretary. ESL teacher assists with the HLIS process and determines testing eligibility. Parents/guardians are given an oral interview where it is determined if the student is eligible for testing with the LAB- R. Spanish speaking students are given the Spanish LAB test for their proficiency in Spanish. Bilingual staff members are monitored by the ESL teacher to administer the Spanish LAB for eligible students. Languages spoken by pedagogue and paraprofessionals include Spanish, Urdu, Greek and Haitian Creole. Staff members are available for assistance or translating assistance during ELL identification and testing process (e.g., Spanish LAB). At P.S 123 Q, Ellen Konstantinopoulos is a fully certified ESL teacher that is responsible for the identification, testing and instruction of ELLs. Her responsibilities include administrating the LAB R within 10 days, Interim Assessment (given mid-year to grades 3-5) and the New York State English as a Second Language Achievement Test (NYSESLAT).

Steps taken to evaluate ELL performance are:

* Computer program designed for ELLs to enhance their reading, writing, listening and speaking skills.

* Daily writing journals

* Drills, mini lessons and assessments on weekly skills

*Sample NYSESLAT test given to students to show what is expected.

Students are tested with the interim and NYSESLAT state tests. Materials used to prepare students include, but are not limited to, various workbooks and sample tests.

ATS reports RLAT and RLER are printed frequently to determine current student and new admit levels of proficiency in English. ESL teacher makes sure all eligible students are tested in all components with the NYSESLAT and administers the test in the spring of each school year. Students are administered the NYSESLAT by test level K-1, 2-4, 5-6 if group size permits. If not, students are administered the NYSESLAT test in grade level group sizes. The Speaking component is administered individually to each student, the Listening, Reading and Writing components are given in a timely matter to ensure all eligible ELL students take the NYSESLAT test every spring of the school year.

2. Parents/Guardians of ELLs that are new to the country (newcomers) are given orientation workshops by Ellen Konstantinopoulos the ESL teacher at P.S 123 Q. All program models for ELLs that exist in the NYC schools are explained to parents. Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-Language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. Parents view a video of the programs and are given pamphlets to take home. For TBE/DL program choices, PS 123 Q is equipped with materials such as Bilingual libraries that includes books on literacy, science and social studies and is available to students to enhance their learning needs. Finally, parents fill out a survey about a program choice that fits their children's needs. All materials that are presented to the parents are available in many languages. Translators are always available to provide assistance to the parents as needed. Our school provides workshops for parents, to give additional help and understanding of the

programs available to their children. Parents are given a list of neighboring schools that offer programs that are not available at P.S. 123Q. Parents/guardians are sent letters and notices in their home language in order to respond to the surveys. Parents who do not respond to the orientation workshop invitation are contacted in the appropriate language by letter, phonecall, teacher contact or parent coordinator.

3. Teacher of ELLs is responsible for all Entitlement letters that are sent home to the parents/guardians with the students and surveys provided at the orientation meetings. Letters are translated in various languages whenever possible with the assistance of the parent coordinator translation services. To ensure the return of the letters a deadline is provided. A follow-up letter is sent if no response and finally a phone call is made to emphasize the importance of these letters and surveys. Teacher of ELLs provides the letters and surveys and is responsible of collecting them in a timely fashion. Documents are stored at the teacher of ELLs office and in the student cumulative folders and are available for review.

4. Language Assessment Battery- Revised (LAB-R) and the Spanish LAB results are used as initial criteria to place ELL students in either an ESL or bilingual instructional program. However, if a bilingual program is not available in the building, students are placed in the ESL program available. Parents have a choice to place their child in another school that has a bilingual program that fits their needs. They are informed of instructional programs at PS 123 and translators are provided if needed for better parent/school staff communication. Parents are provided with a list of schools in the district with other bilingual programs in the appropriate language. Parents are given an opportunity to ask questions. Finally, parents are informed that if they do not choose a program for their child, he/she will be placed in a transitional bilingual education or ESL program when available. Parents/guardians are informed that if there are enough students of one language in one grade or two continuous grades the school must form a transitional bilingual education program (TBE). If there are not enough students to support a TBE program, the school is mandated to provide an ESL program to the students.

5. Over the past few years, the trend in the parent survey for program selection has been the choice of Freestanding ESL program. 95% of parent surveys prefer ESL program and 5% prefer bilingual instructional program. Parents are requesting the ESL program because they believe their children will benefit and learn English faster being in a smaller class setting with English only instruction. Records are kept in the teacher of ELLs office in a folder available for review.

6. P.S. 123 administration and teachers of ELLs are striving to do their best to provide all students with the best education possible by using the latest instructional materials and intervention strategies to enhance their learning. Students have opportunities to show their talents and learn English fast and effectively. Parental choices are aligned with the programs we have at PS 123Q, striving for the best possible results for the students. Communication between Parents/Educators is key for student success. P.S. 123Q strives to improve instruction of ELLs by aligning all programs for ELLs with the comprehensive core curriculum in mathematics and literacy (i.e. Balanced Literacy), provide coherent system-wide language allocation guidelines for all programs for ELLs, and implement effective monitoring and assessment for programs for ELLs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	11
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	1	5	19		6				32
Total	13	1	5	19	0	6	0	0	0	32

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

C. Home Language Breakdown and ELL Programs

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	3	4	4	10	3	3								27
Chinese														0
Russian														0
Bengali					1									1
Urdu					2									2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi		1												1
Polish														0
Albanian														0
Other		1												1
TOTAL	3	6	4	10	6	3	0	32						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here:

1a) ESL instruction is provided in the pull out model and is the only program available at this time in our school due to parent preference. P.S. 123Q uses the Balanced Literacy program and the Common Core standards to provide a coherent approach in student learning. Materials used include Reading Series by Options publishing, Read & Understand by Evan Moore. Students practice basic and reading

A. Programming and Scheduling Information

skills in workbooks. ESL methodologies are practiced (e.g., scaffolding, TPR, partner-reading activities). Content areas are also covered throughout the series (i.e., math, social studies, and science). Instruction is delivered in 45 minute periods (am and pm sessions) or in a 90 minute block.

1b) Students are grouped according to grade and same level of proficiency. Depending on group size, proficiency levels are combined. Beginners & Intermediate English Language Learners are grouped together with 360 minutes of instruction per week. Advanced ELLs are grouped together with 180 minutes of instruction. Intermediate ELLs that are near to be in Advanced level of English language proficiency are serviced with 360 minutes of instruction per week.

2-2a) ESL instruction is delivered by the ESL teacher to students that are ELLs using ESL methodologies. Whenever possible, staff and student population are organized in a way where ELL students are placed in their grade levels together to create a coherent flow and routine. The teacher of ELLs students using the pull out model arranges the scheduled days and minutes of instruction entitled as per the CR 154. Schedule stating instructional minutes is attached.

3) Content areas are included in the planning of weekly lessons. Teachers of ELLs and ESL teacher collaborate and plan lessons to fit the needs of their students. Weekly skills practice, assessments and test taking practice in content areas are included in both classes to assess familiar skills and practices students are used to. Differentiated instruction is provided for students according to their needs. Through ESL methodologies students are instructed through scaffolding, chunking strategies, total physical response approaches, hands on activities, graphic organizers and vocabulary activities. Instructional materials are provided to the students to learn how to use them to enhance their language skills. Computer programs such as Imagine Learning English (directions available in several languages), leveled Language Proficiency Intervention Kits, and Just Right Reading series are essential materials used by the ESL teacher as part of student daily ESL sessions. Reading series include lessons that cover content areas (e.g., math, science, social studies).

4) Students are evaluated in their native language with the Spanish LAB when they test in the ESL program.

5a-d)

a. Differentiated instruction together with the following intervention materials are used to service Students with Interrupted Formal Education (SIFE) students. Using the balanced literacy approach, P.S. 123Q builds a supportive environment for SIFE students. Students have access to all services (e.g., counseling, resource room, speech and language services, occupational therapy, physical therapy). Materials that are available to the students include bilingual books, books on tape, computer programs. A buddy system where a classmate or peer (bilingual if possible) is assigned to help the SIFE student adjust to the school environment.

b. Newcomers are students attending US schools less than 3 years. These students will be using materials such as Just Right reading, which includes activities on phonics, vocabulary, grammar, and all basic skills needed for practicing and learning the English language. Imagine Learning English computer program is also available for students to practice their basic skills and progress as their level of English increases. Sight word and grammar skills intervention kits are used to enhance their proficiency in English.

c. Plan for ELLs receiving service 4-6 years is for these students to become proficient in the areas of weakness. Students will be using the Evan Moore Read and Understand book series with activities needed to practice reading and writing skills. Book backs from the leveled classroom library are available to take home and work on their skills. Study Island computer program assignments are given to practice ELA and Math skills.

d. Plan for long-term ELLs is to focus on practicing skills in areas of weakness to become proficient and pass the NYSESLAT given annually. The Evan Moore Read & Understand series is available for student practice. NYSESLAT-geared workbooks and materials for students with sample tests are given in order to become proficient.

6) Instructional strategies and grade-level materials that teachers of ELL-SWDs use include Literacy by Design, Achieve3000, and Imagine learning to accommodate their needs as well as to teach them to become proficient in areas they are most weak in. Bilingual leveled libraries are also available to the Spanish-speaking students. Classroom teachers and service providers work together and collaboratively plan their lessons to allow time for students to receive their mandated services as per their IEP. Push in sessions in ESL, Speech and OT are provided by the services providers whenever necessary to accommodate student needs.

A. Programming and Scheduling Information

7) Content areas within the common core standards are included in the planning of weekly lessons. Teachers of ELLs and ESL teacher collaborate and plan lessons to fit the needs of their students. Flexible programming with teacher collaboration allows ELL -SWDs to actively participate in all activities including grouping with their non-disabled peers. SWD work at their own pace and are not excluded from activities and teachers are able to work with non disabled students. Teachers are able to move from group to group and be able to monitor student progress and assist them in their weaknesses. Assessment tools include weekly skills practice, assessments and test taking practice in content areas and are included in both classes and grouping to assess familiar skills and practices students are used to. Differentiated instruction is provided for students to better asses their needs and learning styles. Through ESL methodologies students are instructed through scaffolding, chunking strategies, total physical response approaches, hands on activities, graphic organizers and vocabulary activities. Instructional materials are provided to the students to learn how to use them to enhance their language skills. Computer programs such as Imagine Learning English (directions available in several languages), leveled Language Proficiency Intervention Kits, and Just Right Reading series are essential materials used by the ESL teacher as part of student daily ESL sessions.

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:				

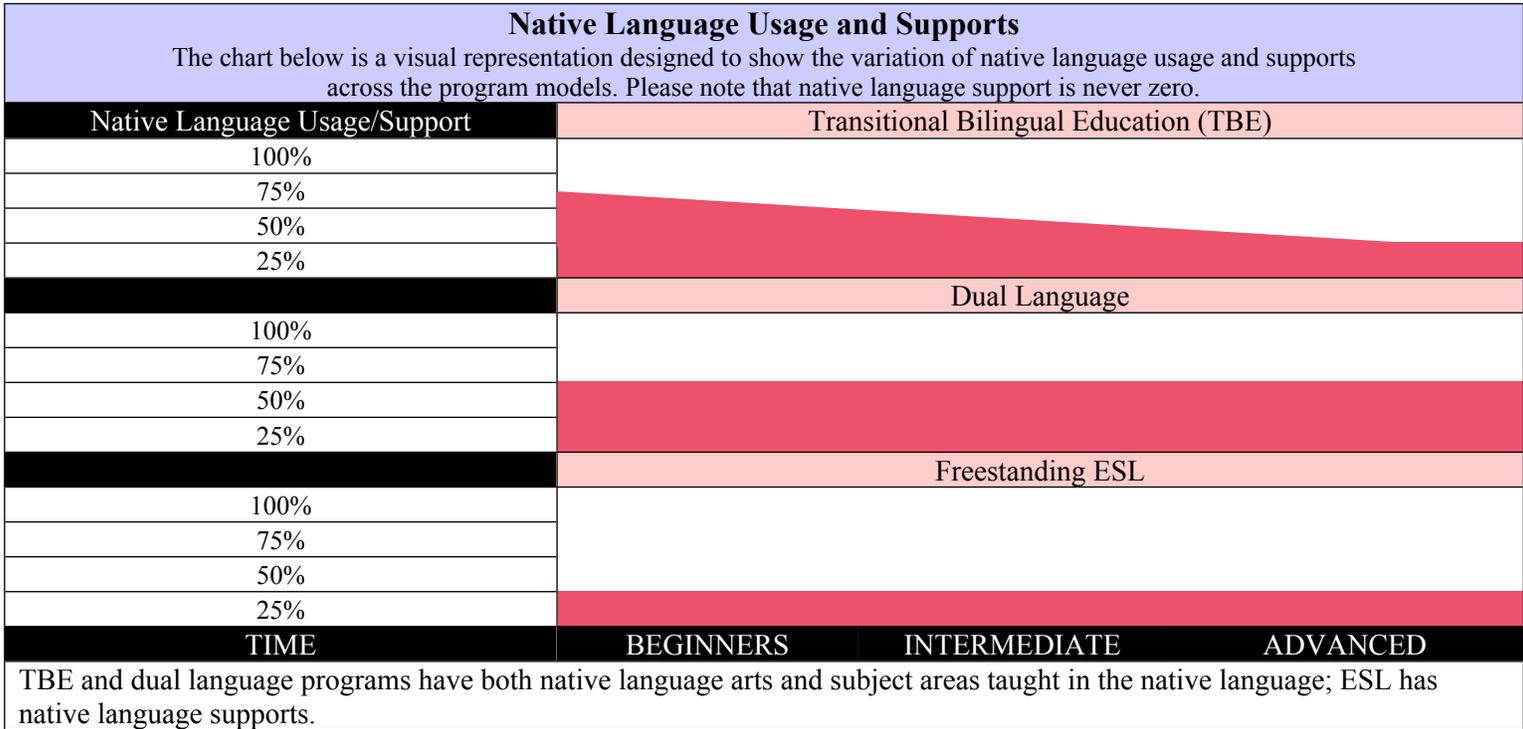
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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-Paste response to questions 8-17 here:

8. Intervention services offered in our school include: Foundations (Grades K-1), Storytown (Grades K-2), Reading Eggs (K), Kaplan and Coach Series books for Language Arts and Math (Grades 3-5), Study Island (Grades K-5) and the WILSON (Grade 3) program. Imagine Learning English is a computer program offered specifically to ELLs in our school especially for newcomers in order to enhance their speaking, listening and reading skills in English. AIS services during the day are provided to students in Language arts like the ACHIEVE3000 and the LITERACY BY DESIGN programs. Students' writing skills are enhanced with a writing prep class provided in Grades K-3. ELL students in ESL classes use readers and workbooks from the Just Right reading series and the Read & Understand worksheets by Evan Moore. ELLs that are long term are supported with ELA and math materials in order to pass state tests including the NYSESLAT.

Targeted intervention programs for Social Studies and Science content areas are included and provided by the Achieve 3000 program in grades 3-5 where students scaffold through non-fiction reading materials. Glossaries in native languages are available to students when needed as additional support.

9. Students that have reached proficiency on the NYSESLAT are supported through computer programs and AIS services to continuously practice their skills. Computer programs such as Study Island for ELA and JiJi for math are available for support and practice of important skills. ELL students test accommodations include time and a half and separate locations and use of bilingual glossaries if needed when testing.

10. None at this time.

11. None at this time.

12. ELLs have equal access to all programs offered within the school or afterschool activities. Services that are available are resource room, speech and language services, ACHIEVE3000, LITERACY BY DESIGN, IMAGINE LEARNING, and Wilson program. P.S. 123Q will have a Saturday Academy program for eighteen (18) ELL students in grades 3, 4, and 5. This program will provide small group instruction using ELL strategies for instruction in reading, writing, social studies and science. The Saturday program will be a collaborative class with one ELL teacher and one common branch teacher. The ELL teacher will team-teach with each CB teacher for 3 hours each session to support the academic language in the delivery of instruction in the content area subjects (social studies and science). Based on the analysis of the Math, Social Studies and Science scores, ELLs, especially the newcomers did not performed at grade level standards. This may have been caused by the fact that many of the newcomers had to take the test in a language, which they have not yet reached proficiency. Although science and social studies state exams are available in translated versions, when possible, students have difficulty transferring the information as the language of instruction is not aligned with the language of assessment. Students will be engaged in authentic writing experiences in order to learn how to write and be writers who naturally and comfortably use the writing process. Supplemental materials, recommended by both State English and ESL Standards will be used. Lessons are designed to enable students to use English to communicate in social settings; to use English to achieve academically in all content areas in the classroom and to use English in socially and culturally appropriate ways.

The Saturday ELL Program will provide 3-hours of small group instruction for eighteen (18) students that will include reading, math,

technology, and science. Two teachers, one certified ESL and one certified CB teacher will provide instruction for 10 sessions of 3 hours each. The principal will be overseeing the program and be paid at principal per-session rate, as there is no other operating activities on Saturdays in the building. She will be paid one extra hour to open the building (30 minutes prior to the start of the program to receive students and greet parents and 30 minutes after the program to ensure that all students are picked up and secure the compound).

13. Instructional materials for ELLs that are available include Study Island, Imagine Learning English, and JiJi which are technology programs available for each student to go online and practice Language Arts and Math skills that are essential for their progress in learning more of how to use the English language. Students can be assigned homework where the teacher can evaluate student progress. Data is available for staff development and lesson planning to student needs. Technology classes are part of the curriculum where students in grades K-5 are supported in a special class once a week as an extra support class.

14. To support the student's native language, materials containing their native language are provided. Through computer programs and bilingual libraries available students have the support they need to be comfortable and have fun learning the English language. Native language glossaries are also available for support.

15. Support services and resources that are available correspond to ELLs age and are leveled to grade and proficiency levels. Teachers and service providers also AIS providers work together to provide a coherent support for all ELL students and support their needs in their weak areas and build on their strengths.

16. There are currently no activities available at this time to assist newly enrolled ELL before the beginning of the school year.

17. We do not offer language electives at the Elementary level.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

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.

Paste response to questions 1-3 here:

1. The ESL teacher is responsible for organizing professional development training sessions for all teachers of ELLs. ELL instructional models and how to differentiate instruction in their classrooms are discussed to include ELL needs. Discussions on resources and materials that are available for ELLs are also demonstrated to the teachers. The following is a description of the professional development plan for all personell working with ELLs for the school year 2011-2012:

All staff members working with ELLs attend the professional development workshops at P.S 123Q. Discussions on the ESL program , ELLs in our school, ESL methodologies when teaching ELLs , instructional materials, assessments and accommodations for ELL students and ELL students with disabilities, , case studies are some of the topics discussed. Professional development times are on Thursdays between 2:35 to 3:07. Schedule is as follows:

- 1 September 15th - Introduction to the ESL program
- 2 September 22nd - Professional resources for teachers that teach ELLs
- 3 October 6th – Q-TELL - Quality Teaching of ELLs
- 4 October 13th - Using ESL methodologies - Types of Scaffolding techniques (Modeling, Bridging)
5. October 20th - Continuation of Scaffolding techniques (contextualization, schema building)
6. October 27th - Analyzing ELL student work ELAandMath Common Core Standards (Findings and Discussion)
7. November 3rd - Analyzing ELL student work Common Core Standards cont'd
8. November 10th –ELA and Math NYS testing changes
9. November 17th - Testing Accommodations of ELLs
10. December 1st - Teaching Reading to ELLs K-2
11. December 8th – Teaching Reading to ELLs 3-5
12. December 15th - Teaching Writing to ELLs K-2
13. January 5th - Teaching Writing to ELLs 3-5
14. January 12th -NYSESLAT FORMAT – Discussion on test modalities
15. January 19th - Sample NYSESLAT test

2. AIS services are available to support ELLs transitioning to junior high school. With the support and organization of the guidance councilor, students attend an assembly where advisors from neighboring Junior high schools speak to and answer any questions they may have. Students have the chance to later on in the year visit the potential junior high school they will be attending. Parents

3. New teachers are provided with information on where professional development on ESL methodologies they can use in their classrooms sights are available. The ESL teacher is available for support and resources needed by the teachers. Network professional development meetings are provided for teachers of ELLs. Grade teacher teams are created and meet to analyze student work, analyze findings, discuss ways to help students master skills they are weak in and create activities aligned with the Common Core Standards.

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?

Paste response to questions 1-4 here:

1. Some parents of ELLs are actively involved with school activities to help themselves and to be able to help their children learn the English language. Parents are invited to attend workshops on how to bridge the gap between school and home instruction. For non-English speaking parents, a translator is present. Translated handouts are also available for these parents in their native language. Teachers have an open door policy for parents who have any concerns and/or questions or if they would like to observe how their child learns. Workshops include helpful strategies to help their children with homework.

2. Community workshops are given on certain days by outside agencies or by the ESL teacher to help parents learn the English language as well as teaching those ways to help their children at home. Translated notices for the workshops and staff members that can translate are available at all workshops to assist parents as needed. The school has partnerships with Sylvan Learning Centers, Learning Leaders, as well as UFT workshops to provide services for additional support.

3. Parent coordinator is responsible to provide workshops that can help parents communicate with their children and have a home /school connection. Parent needs are evaluated by a survey that the school hands out to the parents/guardians. Parents are asked to answer questions on things about our school to improve home/school communication and student needs. After all workshops are completed, informal evaluations are used for feedback, questions or any special requests. Parent coordinator collects feedback for future workshops. Translations of letters and informational pamphlets are available whenever possible.

4. Parental involvement is very important for our school. Workshops from Learning Leaders, UFT, and Sylvan Learning Centers are available for parents. These workshops include language skills drills, art activities, parenting tips on homework help. These are essential for a good home/school relationship. Translations of letters , staff member translators and informational pamphlets are available whenever possible.

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)	1	2	2	3	1	1								10
Intermediate(I)	2	4	1	6	2	1								16
Advanced (A)			1	2	3	1								7
Total	3	6	4	11	6	3	0	0	0	0	0	0	0	33

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B		1		1									

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Tools utilized at PS 123Q to assess student early literacy skills are through Dibles and Reading 3D. These tools help detect student strengths and weaknesses for developing teacher lesson planning. Programs used to develop and enhance student strengths and develop student weaknesses with ongoing assessments throughout the program are Foundations (K-1) and Story Town (Grade 2). ELL students

are assessed in their classrooms with the above tools and programs. Insights that this data provides is the weaknesses of ELLs being in letter recognition, phonemic awareness and sight words. This information is essential for the ESL teacher and classroom teachers to work together and create well developed lessons to help strengthen student needs.

2. LAB-R proficiency levels have been lower in the upper grades than lower grade students. Students' NYSESLAT proficiency level patterns across the grades at P.S 123Q tends to be higher in the upper grades than the lower grades.

Most students in grades K-5 tend to be at the advanced or proficient level in the listening and speaking modalities. Upper grade students tend to be in the intermediate or advanced level of proficiency in the reading and writing modalities. Lower grade students tend to be beginner to intermediate in the reading and writing modalities. Overall, there is a high improvement rate for all students throughout the years clearly shown in the RNMR report.

3. Patterns across the NYSESLAT modalities will affect instructional decisions in order to improve students weaknesses in reading/writing where all ELL students need to improve on. Decisions will be made on instructional materials and resources in order to help students in reading and writing. Instructional decisions are affected by the results of the NYSESLAT modalities. Staff members that collaborate to design lessons for ELLs include general education, special education, cluster, and speech and language teachers.

4. a. According to the NYSESLAT results at PS 123Q, upper grade students tend to be in the advanced or proficient levels in all modalities.

Lower grade students tend to be beginner to intermediate levels in all modalities. Depending on their proficiency in English ELLs seem to be doing well on tests given to them in English.

b. The school leadership and teachers use the results of the ELL periodic assessments to improve staff development and design lessons to fit ELL student needs. Small group instruction, instructional materials and resources are provided for student improvement.

c. Things learned from ELL periodic assessment are the weaknesses that ELL present and how resources can improve their weaknesses into strengths. Native language is used for directions, communication, and for resources for family involvement in effort to have a home/school relationship that will benefit all parties.

5. Not applicable

6. Success is measured by the amount of progress made by the students as shown on their test scores.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 123Q

School DBN: 27Q123

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Sumay-Eaton	Principal		12/15/11
James Bart	Assistant Principal		12/15/11
Norma PauPaw	Parent Coordinator		12/15/11
Ellen Konstantinopoulos	ESL Teacher		12/15/11
Barbara Bennett	Parent		12/15/11
Annette Portolano/Witing	Teacher/Subject Area		12/15/11
Yolanda Harvey/Math	Teacher/Subject Area		12/15/11
Cynthia Raber	Coach		12/15/11
	Coach		
Janine Savastano	Guidance Counselor		12/15/11
William Colavito/Joseph Blaize	Network Leader		12/15/11
Colleen McCabe	Other <u>Speech Teacher</u>		12/15/11
	Other		12/15/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q123 School Name: P.S. 123Q

Cluster: 5 Network: 531

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.

The ESL teacher provides home language data indicating the number of non-English speaking parents/guardians
School registration data indicates the home language data which is given to the ESL teacher.
The School Progress Report provides the demographic data percentages of enrollment for various ethnic groups.
Oral and written feedback from parents attending various workshops.

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.

Parents indicated that more non-English speaking parents would attend the various workshops and trainings with written communication sent in Spanish informing of upcoming workshops and school business.
The entire School Progress Report was discussed during the October 2011 Parents' Association meeting with Spanish interpretation.
The Parent Coordinator meets with parents providing information about school findings and school business.

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.

In-house staff provides written translation services for parents and/or guardians. All written communication to parents/guardians is provided in both English and Spanish. When time permits, the DOE translation service will be used for some documents.

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.

1. Parent-Teacher Conferences - Translations are made in Spanish
2. Visitations with Social Worker, School Psychologist, and Guidance Counselors
3. Meetings with teachers, administrators, and office personnel
4. All newly registered students.
5. Student of the Month
6. Visitation with Nurse

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

P.S. 123Q provides written notification to all parents who require language assistance services. This notification describes the rights and responsibilities that parents have regarding translation and interpretation. It is posted in the Parent Coordinator's office which is located on the second floor. Signs directing parents to this written notification are posted in the school's main lobby and outside the main office. The Language Acquisition Plan had been implemented and addresses the procedures to follow in order to ensure that every parent receives language assistance as needed. All school secretaries are in possession of the telephone number of the translation and interpretation unit. The secretaries are also aware of which staff members are available to translate for parents.

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: P.S. 123Q	DBN: 27Q123
Cluster Leader: Debra Maldonado	Network Leader: Joseph Blaize
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 18 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 123Q will have a Saturday Academy program for eighteen to twenty (18-20) ELL students in grades Kindergarten through grade 5. This program will provide small group instruction using ELL strategies for instruction in reading, writing, social studies and science. The Saturday program will be a collaborative class with one ELL teacher and one common branch teacher. The ELL teacher will team-teach with each CB teacher for 3 hours each session to support the academic language in the delivery of instruction in Literacy and math. Based on the analysis of the Math, and Science scores, ELLs, especially the newcomers did not performed at grade level standards. This may have been caused by the fact that many of the newcomers had to take the test in a language, which they have not yet reached proficiency. Although math and science state exams are available in translated versions, when possible, students have difficulty transferring the information as the language of instruction is not aligned with the language of assessment.

In order to differentiate reading instruction the Imagine Learning Software Program will be used. This software is not used by ELL students during normal school hours. We have set aside twenty (20) licenses exclusively for the use of students in the Saturday Academy. Students will use this instructional program for sixty minutes during the three-hour (3) instructional block. Title III does not cover this program.

Students will be engaged in authentic writing experiences in order to learn how to write and be writers who naturally and comfortably use the writing process.

Supplemental materials, recommended by both State English and ESL Standards will be used that are aligned with the common core learning standards. We will spend \$2768.00 instructional materials such as: consummable workbooks, notebooks, and pencils.

Lessons are designed to enable students to use English to communicate in social settings; to use English to achieve academically in all content areas in the classroom and to use English in socially and culturally appropriate ways

The Saturday ELL Program will provide 3-hours of small group instruction for eighteen to twenty (18-20) students that will include reading, math, technology, and science. Two teachers, both of whom are certified in ESL and Common Branches, will provide instruction for 14 weeks of 3 hour sessions. Both teachers will be paid for one-hour of planning/review of data weekly. The cost of this program for the teachers salary is: \$5621.00. The principal will be overseeing the program and be paid at principal per-session rate, as there is no other operating activities on Saturdays in the building. The cost of the salary for the Principal is \$2811.00. She will be paid one extra hour to open the building (30 minutes prior to the start of the program to receive students and greet parents and 30 minutes after the program to

Part B: Direct Instruction Supplemental Program Information

ensure that all students are picked up and secure the building).

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:

Both teachers will be exposed to professional learning experiences in literacy and math. The literacy workshops are held at Scholastic Headquarters and presented by UFT Teacher Center. The dates of these works are: October 12, 2012, November 8, 2012, November 29, 2012, December 13, 2012. The math workshops are also presented by UFT Teacher Center and the dates are: October 23, 2012, November 13, 2012, December 4, 2012 and December 18, 2012.

The U.F.T. Team in collaboration with CFN 531 will conduct 3 sessions of Professional Development allowing participants to explore the key components of Universal Design for Learning (UDL) and the concepts of Differentiated Instruction through independent reflection, group discourse, video viewing and hands-on activities. They will reflect on current teaching practices and the degree to which they are differentiated. The dates are: January 4th, 2013, March 15th, 2013 and April 4th 2013.

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 Saturday Academy teachers, who are certified in both general education and ELL, in conjunction with the certified ELL teacher will provide workshops for parents three times a year. At the beginning of the year the ELL teacher holds a workshop to explain Lab-R testing to the parents. Mid-year a workshop on NYSELAT study skills is held for the parents/guardians. Also, a workshop on the NYS ELA and Math assessments will be held for ELL parents/guardians. Parents/Guardians will receive progress reports using Imagine Learning Data. The Lab-R workshop was on on Tuesday, October 2, 2012. The NYSELAT study skills workshop will be held on Thursday, January 17, 2013. The final workshop will be held on Thursday, March 21, 2013. On the final Saturday of this program, the Saturday Academy parents will be invited to a celebration of their children's work.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

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