



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 123  
**DBN (i.e. 01M001):** 32K123  
**Principal:** VERONICA GREENE  
**Principal Email:** VGREENE@SCHOOLS.NYC.GOV  
**Superintendent:** LILLIAN DRUCK  
**Network Leader:** DIANE FOLLEY

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
VERONICA GREENE	*Principal or Designee	
RICHARD SKIBINS	*UFT Chapter Leader or Designee	
WENDY DEJESUS	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
ELVIRA TRUJILLO	Member/ PARENT	
JESEFA GALVEZ	Member/ PARENT	
SALOME BLANCO	Member/ PARENT	
CONCEPCION ALVARADO	Member/ PARENT	
CYNTHIA KENEDY	Member/ UFT	
ARLAN HUTCHINSON	Member/ UFT	
GAEL GUKASSEY	Member/ UFT	
DAISY IBARGUEN	Member/ UFT	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014, there will be a 5% increase in overall progress of 4<sup>th</sup> and 5<sup>th</sup> grade students in Math as measured by the NYS math exam: The 2013-2014 Progress Report math progress section will reflect an increase of a minimum of 5 points- from 13.69 to 18.69.

### 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 2012-2013 New York State Math scores, 14% of students in grades 4 and 5 were at levels 3 or 4. Our lowest one third have been identified for targeted interventions.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

Teachers in grades 4 and 5 will strategize math instruction and assessments aligned to the Common Core Learning Standards (CCLS).

- Teacher observations and the application of professional development through the Danielson Framework will provide the foundation and support for targeted instruction.
- Daily Informal assessments to determine student understanding of instruction during the math block.
- Formal assessments to monitor students' progress.
- Students grouped according to their academic needs: intervention (low), reinforcement (average) and/or enrichment (high). RTI model employed.
- Teachers will use work sampling to evaluate and customize planning and instruction as data dictates.
- Students will participate in Zero Hour, Extended Day small group instruction, and After School instruction groups.
- Supervisors will monitor instructional plans noting specific tasks for the lowest third population in each grade.
- Teams of teachers will participate in professional development to strengthen their understanding of the Common Core Learning Standards in Math and to develop D.O.K. questions that extend and expand student understanding of math concepts when applied to real life problems.

#### B. Key personnel and other resources used to implement each strategy/activity

- An additional academic intervention specialist in math will be hired to address student needs.
- Teacher Teams will analyze Performance Tasks aligned to the CCLS (*Go Math* program)
- Teacher teams will create and use CCLS aligned rubrics to assess students' performance and provide students with actionable and meaningful feedback so students are aware of their next learning steps.
- On/off site professional development provided in house lead teachers, CFN professional development, and *Go Math* PD offered by the D.O.E.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teachers will be gathering items skills analysis data from baseline, midline and endline assessments.

#### D. Timeline for implementation and completion including start and end dates

- September 2013 to June 2014 throughout the school year

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Our math program is the "Go Math" programs. Go Math uses differentiated instruction as specified in the RTI model for intervention. The Go Math program has a hands-on component with manipulatives, which come with each grade level. End of day AIS will be utilizing data and Envision Math materials to address deficiencies of our lowest level 1 students.
- A Math cluster teacher has been scheduled to assist teachers and students with the Go Math program.
- A Math AIS intervention program has been instituted.
- Cycles of Zero Hour and Afterschool programs have been scheduled.
- Extended day small group instruction
- Creation of a Math Vertical Inquiry Team to study student work across the grades with a focus of closing the gaps between grade levels.

### 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).

Our parent coordinator, in connection with CBOs such as the Bushwick Community Partnership Project, has created workshops for parents on the following topics: Common Core Standards in all content areas, how to work with your child at home to improve student achievement, ELL orientation workshops and program selection options, ADHD, understanding special education needs, bullying workshops for parents, anger management, stress management, improving communication with your child, immigration issues and workshops about domestic violence. In addition, the school provides ESL and Saturday technology classes for parents.

## **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #2**

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 2014, 75% of ELL students in grades 1-5 (135 out of 180) will demonstrate 5 points growth in their use of writing skills as measured by the school created baseline, mid line and end line assessments, and the New York City Performance Assessment Rubric. *Based on Spring 2013 NYSESLAT and NYS ELA 2013.*

### **Comprehensive Needs Assessment**

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

We have analyzed the Spring 2013 NYSESLAT data and 2013 NYS ELA scores and determined an urgent need of our ELL students to improve writing skills. As a result, ELL Teachers in grades Kindergarten – Grade 5 will adapt the Literacy and content area Curriculum to focus on language conventions in all modalities. Weekly instruction and assessments are aligned to the Common Core State Standards.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

- Instructional goals set in Fall 2013 will be adjusted throughout the school year.
- Teachers will differentiate using supplemental materials: Fast Forward (For ELLS pilot), Razz Kids, Writing A-Z, Brain Pop.
- Language / writing skills utilizing ESL strategies as presented in *Core Knowledge* and *Expeditionary Learning* will be employed in all content areas.
- Grades 3, 4, 5 will be provided with additional instruction during the After-School program. All grades will participate in Extended Day
- Inquiry teams will discuss Best Practices, analyze students' work and plan for next steps.
- Curriculum planning on all grades K-5, will show evidence of ESL interventions and differentiated lessons.
- Writing practice will be included in all content instruction for all grades.
- ELL Teachers will use work sampling to evaluate and customize planning and instruction as data dictates.
- Teachers will analyze students' work to reflect on classroom practices and discuss next steps.
- Supervisors will monitor classroom instruction through the frequent cycles of observations using the Danielson Framework rubric competency 1e (Designing Coherent Instruction).
- Teachers will participate in ELA professional development to strengthen their understanding of the Common Core Learning Standards. Emphasis will be the development of writing skills in English Language Learners. On/off site professional development provided by Expeditionary Learning, CFN 204 and Literacy Support Inc.

#### **2. Key personnel and other resources used to implement each strategy/activity**

- ELL Teachers will use work sampling to evaluate and customize planning and instruction as data dictates.
- Teachers will analyze students' work to reflect on classroom practices and discuss next steps.
- Supervisors will monitor classroom instruction through the frequent cycles of observations using the Danielson Framework rubric competency 1e (Designing Coherent Instruction).

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Writing skills targets will be established and monitored as measured by the school created baseline, mid line and end line assessments in writing.

#### **4. Timeline for implementation and completion including start and end dates**

September 2013 to June 2014 throughout the school year.

#### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Most of the teachers at the school are ESL trained and ESL is infused into every classroom lesson as a result. There are ESL teachers in self contained classrooms on all grades. Instruction is delivered in only English and supported with ESL techniques such as TPR, use of visuals, and realia to make content comprehensible. Scaffolding is an essential part of instructional delivery, such as modeling, bridging, schema building.
- Literacy Intervention program services ELL students grades 1-3
- Push in Literacy AIS program services ELL Kindergarten students
- ELL students attend cycles of After school programs
- Push In ESL coordinator/ teacher has been added to provide literacy/writing instruction
- ELL students attend cycles of Zero Hour instruction
- ELL institutes scheduled for Winter and Spring breaks

### **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).

Our parent coordinator, in connection with CBOs such as the Bushwick Community Partnership Project, has created workshops for parents on the following topics: Common Core Standards in all content areas, how to work with your child at home to improve student achievement, ELL orientation workshops and program selection options, ADHD, understanding special education needs, bullying workshops for parents, anger management, stress management, improving communication with your child, immigration issues and workshops about domestic violence. In addition, the school provides ESL and Saturday technology classes for parents.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### **Goal and Action Plan #3**

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 2014, 100% of teachers will set goals and be provided with support and feedback to foster growth across the Framework of at least one level in each of the following domains of the Charlotte Danielson Framework for Enhancing Professional Practice: Domain 1, "Planning and Preparation;" Domain 2, "Classroom Environment;" Domain 3, "Instruction;" and Domain 4, "Professional Responsibility," as measured by teacher observation.

#### **Comprehensive Needs Assessment**

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

The DOE has indicated on the 2013-2014 City-wide Expectations document, that teacher development will focus on preparing all students to meet the Common Core standards by developing and growing teacher understanding and practice of quality teaching across all curriculum areas.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **• Strategies/activities that encompass the needs of identified subgroups**

The Instructional Cabinet and the Instructional Team will provide teachers with professional development on the Advance Teacher Evaluation rubric. The Administrative Cabinet will conduct observations based on the Danielson Framework for Teaching.

- In August 2013 and September 2013, the Advance Team (Supervisor, UFT Chapter Chair and Teacher Team) met and attended the City-wide Advance Teacher Evaluation Professional Development to foster teacher development in all competencies, in preparation of MOSL.
- In August 2013, the Administrative Team established informal and formal observation protocols based on the Advance Teacher Evaluation System. As evidenced by 2013-2014 "Expectations and Guidelines for Assistant Principals."
- In September 2013- June 2014 the Administrative Team will provide the faculty professional development on the Danielson Framework and observation cycles.
- In September 2013, February 2014 and June 2014 teachers will participate in the Advance Initial Planning Conference, Mid-year Conference, and End of Year Conference. Teachers will select professional literature to read and discuss collaboratively so as to enhance their professional thinking and expertise.
- Teachers will be provided with verbal feedback within one to two days and written feedback within three to five days. Each Advance observation will include actionable and meaningful feedback, which will be uploaded onto the DOE Advance on-line system.

##### **• Key personnel and other resources used to implement each strategy/activity**

- Administrative Team will design the 2013-14 Advance Annual Observation Calendar for Option 1 and Option 2
- Administrative Team will develop an Annual School-wide Professional Development Plan to differentiate PD to support teachers' individual professional goals based on needs expressed during IPC conferences.
- Administrative Team and Teacher Teams will meet weekly throughout the year, to monitor and revise plans for professional needs.

##### **• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- The targets are the Danielson rubric. Teachers are, or will become familiar with the rubric as they are observed and given feedback by administration. Teachers will be given action steps and coached in order to move a level in their teaching abilities.

##### **• Timeline for implementation and completion including start and end dates**

- September 2013 to June 2014 throughout the year.

**Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Teachers are provided with rubrics and training on the Danielson Framework for teaching. They are provided with in-house coaching, or with online resources such as ARIS to have teaching techniques and strategies modeled for them. Teachers will receive the number of observations mandated by the city and which they agreed to at the onset of the school year.
- A Professional Development calendar has been implemented.
- Weekly Common prep times have been scheduled for each grade level.
- Weekly grade leader meetings have scheduled
- Weekly grade level and vertical Inquiry team meetings
- An Instructional consultant (Frank Cunningham Consultancy Inc.) has been employed to work with teachers during scheduled common prep times, inquiry times, grade leader meetings

**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).

Our parent coordinator, in connection with CBOs such as the Bushwick Community Partnership Project, has created workshops for parents on the following topics: Common Core Standards in all content areas, how to work with your child at home to improve student achievement, ELL orientation workshops and program selection options, ADHD, understanding special education needs, bullying workshops for parents, anger management, stress management, improving communication with your child, immigration issues and workshops about domestic violence. In addition, the school provides ESL and Saturday technology classes for parents.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**Strategies/activities that encompass the needs of identified subgroups**

1.

**Key personnel and other resources used to implement each strategy/activity**

1.

**Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**Timeline for implementation and completion including start and end dates**

1.

**Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
  - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
  - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 6.
- 4. Timeline for implementation and completion including start and end dates**
  - 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	A leveled literacy intervention program is being used.	The program focuses on word work, comprehension and uses the students' instructional levels, or zone of proximal development as the starting point.	These services are provided 5 days a week for one period each day.
<b>Mathematics</b>	Envision math AIS using baseline, midline and endline data to inform customized teaching interventions.	Small group, two groups of 10 students are served by the AIS math instructor. <i>We are targeting the lowest of the level 1 students.</i>	Each group receives one hour of intervention each week.
<b>Science</b>	Envision math AIS, which uses baseline, Midline and endline data to inform customized teaching interventions. <i>It is anticipated, that the group of level one students receiving AIS math will improve in Science as a result of learning transferable skills, such as measurement, etc.</i>	Small group, two groups of 10 students are served by the AIS math instructor. The lowest of the level one students. <i>(As state above for the math)</i>	Each group receives one hour of intervention each week <i>(as stated above for the math.)</i>
<b>Social Studies</b>	The ELA leveled literacy intervention program is being used to impact reading and literacy comprehension. <i>(Expected to impact student comprehension for Social Studies.)</i>	The program focuses on word work, Comprehension and uses the students' instructional levels, or zone of proximal development as the starting point.	These services are provided 5 days a week for one period each day for ELA.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Our Guidance Counselor and Social worker caseloads include, but are not limited to, the following: mandated special education students with IEP goals for academic, social-emotional issues, and students at-risk. Students are seen based on teacher recommendations. Our social worker will open cases in SESIS based on issues which are academic, emotional, or speech delays. <i>(All students to be seen are based upon parental request or permission.)</i>	Students are seen one-to-one, in small groups, as a whole class or grade, or by gender, depending on the issue(s). <i>(For example: character education for the upper grades based on student behavior.)</i>	Services are provided on an as needed basis. Frequency and duration will vary.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our entire staff is licensed and working within their appropriate license areas. We have a staff that is 100% highly qualified as defined by New York State. A majority of our teachers are ESL and/or certified with Bilingual Extension licenses in addition to their Common Branch Licenses.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Staff development is given to our teachers and administration by our CFN 204 on mathematics, literacy, data analysis, special education and ELLs. Consultants and staff developers come to the building from an organization called "Literacy Support."

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Set aside funds are used for parents and students through professional development by the Parent Coordinator and CBOs. In addition, funds are utilized for community cultural events and early childhood conferences. Our parent coordinator, in connection with CBOs such as the Bushwick Community Partnership Project, has created workshops for parents on the following topics: Common Core Standards in all content areas, how to work with your child at home to improve student achievement, ELL orientation workshops and program selection options, ADHD, understanding special education needs, bullying workshops for parents, anger management, stress management, improving communication with your child, immigration issues and workshops about domestic violence. In addition, the school provides ESL and Saturday technology classes for parents.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
PS 123 currently has one preschool class. Our school has a pre-orientation which introduces the students and families to the administration, teachers, parents, paras, the parent coordinator, PTA, classrooms and other areas of the school building. Workshops explain the kindergarten goals and objectives for students and how the goals will provide parents with the social and academic expectations for the students.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
At Inquiry Team meetings and staff meetings teachers discuss and make decisions on assessment(s) at the school level. This is done in order to customize assessments to teacher and student needs, for better data collection and articulation from grade-to-grade.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
---

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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**

**P.S. 123K agrees to implement the following statutory requirements:**

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the No Child Left Behind Act (NCLB). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental policy meets the requirements of section 1118(b) of the NCLB, and includes, as a component, a school-parent compact consistent with section 1118(d) of the NCLB.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and school reports required under section 1111 of the NCLB. These reports will be in an understandable and uniform format.
- The school will involve the parents of students in Title I Part A Programs in decisions about how the 1 percent of Title I, Part A funds is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:  
Parental involvement means the participation of parents in meaningful communication involving student academic learning and other school activities. This will ensure:
  1. parents will be actively involved in their children's education
  2. parents are included in decision-making and will participate in advisory committees according to section 1118 of the NCLB
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

**II: Description of how school will implement required parental involvement policy components:**

**P.S. 123K will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of NCLB by:**

- Convening an annual meeting for Title I parents to inform them of the Title I program and their rights to be involved in developing, implementing and evaluating our school's parent involvement policy
- Offering meetings to provide training on child rearing practices
- Offering meetings to provide training on teaching and learning strategies

**P.S. 123K will take the following actions to involve parents in the process of school review and improvement under section 1116 of the NCLB:**

**1. P.S. 123K will provide the following necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities and training to improve students' academic achievement and school performance by:**

- Providing an interest survey for parents during the school year to ascertain their needs (workshops, training).
- The school will examine the results of the Learning Environment Survey of 2009-2010 to promote greater parental involvement. The school will use its findings to design strategies for more effective parental involvement.
- The Parent Coordinator along with the Parent Teacher Association President will conduct needs assessment surveys with parents. According to the findings, our school will provide the parents with workshops and strategies that will be meaningful to them.

**2. P.S. 123 K will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities:**

The school will provide assistance to parents in understanding:

- The progress reports
- The Learning Environment Survey
- How to navigate the ARIS system
- Title 1
- Early Childhood Standards
- Early Childhood Assessments
- ELL Program choice ( ESL, BILINGUAL)
- State Academic Content Standards
- State Student Academic Achievement Standards
- Alternate Assessments

**3. Workshops and Conferences offered to parents in English with translations:**

- ELA Standards
- ELA Assessments
- Math Standards
- Math Assessments
- Technology: ARIS, ACUITY
- Science Standards
- Science Assessments
- Social Studies Standards
- Special Education (Due Process)

**P.S. 123K will provide materials and training to help parents work with their children to improve their children's academic achievement, such as:**

- Workshops to teach parents how to access information on-line
- Parent access to Acuity and ARIS
- Literacy Workshops
- ESL Workshops
- Cultural Arts workshops
- Technology

**P.S. 123K will, in collaboration with its parents, work to build strong community ties by offering information on:**

- Cornell Cooperative Extension Institution Workshops
- NYC Department of Health Wellness and Nutrition Programs
- Medical and Health Research Association of NYC
- Financial Management
- Safety of the children in our community
- Public Library Accessibility
- Learning Leaders
- Effective Parenting Classes
- Coalition for Hispanic Families Services

**The school parental involvement policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following listed under section 1118 E of the NCLB.**

- The Title 1 Parent Allocation Plan will be developed collaboratively with parents to support the needs expressed in the parent surveys and needs assessments.

**SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

**1. School-Parent Compact – Attach a copy of the School-Parent Compact.**

P.S. 123K and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the No Child Left Behind Act, (NCLB), agree that the compact outlines how the parents and the entire school staff, will share the responsibility for improving students' academic achievement in mastering New York State standards. The School –Parent compact is in effect during the school year- 2010-2011.

**2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

P.S. 123K and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the No Child Left Behind Act, (NCLB), agree that the School-Parent Compact of P.S.123K outlines how the parents and the entire school staff, will share the responsibility for improving students' academic achievement in mastering New York State standards. The School – Parent compact is in effect during the school year- 2010-2011.

P.S.123K acknowledges and will provide for the following responsibilities:

- To institute high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet New York State achievement standards
- To prepare our students for the new Common Core Standards
- To continue and maintain a highly professional licensed staff.
- To foster an effective learning environment throughout the school community through Professional Development and CFN support.
- To host afternoon and evening parent-teacher conferences twice a year to inform parents of student progress.
- To provide parents with progress reports three times a year.
- To provide parents reasonable access to staff (teachers, administrators, support service providers).
- To encourage parents to become Learning Leaders.
- To encourage parents to become active members of the School Leadership Team.
- To involve parents in the planning, review, and improvement of the school's parental involvement policy.
- To inform parents of the school's participation in Title I Part A Programs
- To provide information to parents on school policies through dissemination of parent handbook and school brochure.
- "Meet the Teacher" meeting to explain curriculum and assessments

Parents of P.S.123K will accept the following responsibilities for improving students' academic achievement:

- Promote good attendance and avoid lateness
- Ensure that homework is completed
- Be active in decision making relating to their child's education by attending PTA meetings
- Promote positive use of children's extra curricular time
- Monitor the amount of time children spend viewing television
- Be informed about children's education and communicating with the school by acknowledging all notices sent home and responding when needed
- Promote small group instruction
- Participate in school by becoming a Learning Leader
- Monitor student progress by logging into ARIS, ACUITY
- Review contents of student folders

### **Required School Parent Compact Provisions**

#### **School Responsibilities:**

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet New York State achievement standards.
- P.S 123K will continue to maintain a highly professional licensed staff. An effective learning environment will continue to be fostered throughout the school community through Professional Development and CFN support.
- P.S.123K will hold afternoon and evening parent-teacher conferences twice during the school year.
- Provide parents with frequent progress reports.
- Provide parents reasonable access to staff (teachers, administrators, support service providers).
- Provide opportunities for parents to become Learning Leaders.
- Encourage parents to become active members of the School Leadership Team.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy.
- To inform parents of the school's participation in Title I Part A Programs
- To provide information to parents on school policies through dissemination of parent handbook and school brochure.

### **Parent Responsibilities:**

**As parents we will support our children's learning in the following manner:**

- Monitoring attendance
- Making sure that homework is completed
- Monitoring the amount of time our children spend viewing television
- Volunteering in school
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of our children's extra-curricular time
- Staying informed about children's education and communicating with the school
- Acknowledging all notices sent home and responding when needed

- 1.
- 2.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>123</b>
School Name <b>The Suydam School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Mrs. Veronica Greene</b>	Assistant Principal <b>Ms. D. Ibarguen /Ms. B. Henchy</b>
Coach	Coach
ESL Teacher <b>Ms. M. Sierra</b>	Guidance Counselor <b>Ms. T. Goldstein</b>
Teacher/Subject Area <b>Ms. Estevez</b>	Parent <b>Ms. W. DeJesus</b>
Teacher/Subject Area <b>Ms. L. Morales</b>	Parent Coordinator <b>Ms. M. Rivera</b>
Related Service Provider <b>Ms. A. Gibbons</b>	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>5</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>6</b>	Number of special education teachers with bilingual extensions	<b>5</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>893</b>	Total number of ELLs	<b>185</b>	ELLs as share of total student population (%)	<b>20.72%</b>
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## Part II: 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English / Spanish

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>		10	6											16
<b>Freestanding ESL</b>														
SELECT ONE	48	45	20	30	20	6								169
SELECT ONE														0
<b>Total</b>	<b>48</b>	<b>55</b>	<b>26</b>	<b>30</b>	<b>20</b>	<b>6</b>	<b>0</b>	<b>185</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	185	Newcomers (ELLs receiving service 0-3 years)	174	ELL Students with Disabilities	50
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	16									16
ESL	158		45	11		7				169
Total	174	0	45	11	0	7	0	0	0	185

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE			10	8	6	12													16	20
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	10	8	6	12	0	0	0	0	0	0	0	0	0	0	0	0	16	20

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>36</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Hispanic/Latino: <u>36</u>	Other: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>

**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	46	53	26	30	20	6								181
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic	1	1												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	48	55	26	30	20	6	0	0	0	0	0	0	0	185

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	28	6	3	3	5	1								46

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	9	13	2	5	3	2								34
Advanced (A)	11	36	21	23	11	3								105
Total	48	55	26	31	19	6	0	0	0	0	0	0	0	185

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	11	2			13
5	4				4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4	12		3						15
5	5		1						6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		3				6
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

6. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At P.S. 123 the Fountas and Pinnell assessment is used school-wide to measure grade level comprehension, fluency, reading rate, and accuracy. In addition, a

7. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
After examining the LAB-R and the NYSESLAT, results show that in grades 1-5 highest scores were demonstrated in the Speaking modality; followed by Listening. The Reading Modality demonstrated a gradual improvement compared to last year's results across grades 1-5. The Writing modality demonstrated a significant decrease across grades 1-5 compared to results in 2012.
8. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our ELL students are engaged, daily, in oral language experiences, such as, accountable talk, turn and talk, debates, and grand conversations. Therefore, in the combined scores for Listening and Speaking, it demonstrates an overall progress towards proficiency in English Language Acquisition. Yet, the combined scores for Reading and Writing, demonstrates a greater need for rigorous instruction in using a variety of reading skills and writing for a variety of purposes. Teachers in grades K-5, collaborate during common preps on a weekly basis to analyze data and plan lessons that will engage students in grade appropriate reading and writing tasks for the purpose of academic success. Teachers are implementing reading strategies through guided reading in small groups. The Writing process and writing conventions are being taught explicitly, especially in the upper grades, using content based texts. The information revealed in our AMAO is utilized to design and implement lessons that promote reading, writing, listening, and speaking skills for academic progress and language acquisition.

9. For each program, answer the following:
- 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?

The NYSESLAT results show that the Speaking and Listening components to be a strong area of cognition for our ELL population. The Reading component shows a fair pattern of progress, especially within our Advance students. The Writing component is an area of concern, since results show a decrease within the raw score in comparison to last year's score among all of our ELLs in grades 1-5.

Most of our ELL students in grades 3-5, about 70%, scored a level a level 1 on the ELA. The remainder scored a level 2. Data shows that there is a correlation between scores among the ELA and NYSESLAT - Reading and Writing components.

Our ELLs have not been administered the ELL Periodic Assessments as of yet.

10. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our teachers continuously analyze data with the purpose of driving instruction that is conducive to their learning needs. Teachers create meaningful lessons that link background knowledge with new information. Instruction is designed to develop cognition, higher order thinking, comprehension, and develop vocabulary. Our main goal is to build students' oral language abilities to form, express, and convey ideas by sharing ideas, questioning, and grand conversations. Teachers utilize language prompts and frames for our beginner ELLs as a scaffolding tool as they progress in using the English language. Teachers assess, evaluate, instruct, and prescribe in a cyclical manner for the purpose of flexible grouping.

11. How do you make sure that a child's second language development is considered in instructional decisions?  
In instructing our ELL students the first focus is on providing a high quality instruction that fosters an array of opportunities for discussions. Teachers arrange their classroom to accommodate conversation between students, small group of students, and herself on a regular and frequent basis. She ensures that student talk occurs at higher rates than teacher talk.  
The teacher guides conversation to include students' views, judgments, and rationales using text evidence and other substantive support. The teacher consistently observes by listening carefully to assess levels of students' understanding. Teachers assists students' learning throughout the conversation by questioning, restating, praising, encouraging, etc. Teachers and the ELL coordinator carefully plan these instructional goals periodically to ensure best practices for language development.

12. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Our Dual Language teachers, 1<sup>st</sup> and 2<sup>nd</sup> grades, monitor their students performance continuously so that they can tailor their instruction to promote student learning. Students are assessed in both languages using Fountas & Pinnell Running Records, End-of-Unit Assessments, teacher observations, On-demand writing, Oral Language checklist, and one-on-one conferences. We are currently researching the possibility of piloting EL SOL, a Spanish early childhood literacy assessment to measure the EPs second language progress. The language proficiency in the second language of our EPs is basically Beginners. They are proficient in reading, writing, listening, and speaking in the English language. The current population ranges from grades 1-2, before students are required to take City and State assessments.

13. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our teachers use the NYSESLAT results to evaluate the success of our Dual Language program Our students are given the Fountas & Pinnell Running Records assessment at least three times a year to monitor their phonemic awareness, vocabulary, fluency, and comprehension skills.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When students are newly admitted into P.S. 123, a certified pedagogue administers the Home Language Identification Survey (HLIS). This initial screening process includes an oral interview in English and in the family's native language to ensure the validity of the HLIS and to gather additional information not requested on the HLIS. The ELL Coordinator, Ms. Maria Sierra, has been trained to conduct the HLIS accurately and is a certified pedagogue of ESL/Bilingual Programs. Students who are identified to have a home language other than English are tested with the Language Assessment Battery Revised (LAB-R) within 10 calendar days of admittance to determine their entitlement to ELL services. The LAB-R is hand scored at the school level. All students who have scored at a Beginning and Intermediate level of English language proficiency, according to the results of LAB-R, are provided with 8 periods (360 minutes) of ESL services by a fully-certified ESL teacher. Students who have scored at an Advanced level of English language proficiency are provided with 4 periods (180 minutes) of ESL and 4 periods (180 minutes) of ELA. All students who pass the LAB-R are determined to be proficient in English and are placed in a regular mono-lingual class. All entitled English Language Learners are evaluated on their progress of English language acquisition annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The level of their English Language proficiency is then determined by the result of the NYSESLAT and is provided with necessary ESL services accordingly.

Aligned to the parent requests, on the parent surveys we received in September 2010, we organized a self-contained ESL class in kindergarten for all Beginners and Intermediate ELLs. We also placed all Advanced Kindergarten ELLs (14) in a mono-lingual class where they will receive ESL push-in services by a fully-certified ESL teacher. Although all instruction will be conducted in English according to parental choice, we will provide books and picture dictionaries in the students' native language. We will also have an afterschool program for our upper-grade ELLs, 3rd, 4th, and 5th grade ELL students in order to immerse them in academic work and activities that will enhance their English language development in all four modalities. In addition, we will be conducting a Title III Saturday Academy program for Newcomers where we will provide native language support, as well as intensive instruction in English using ESL strategies.

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.

When the students are determined to be English Language Learners (ELL) and therefore entitled to ELL services, parents/guardians are invited (through written notices) to a parent orientation. We conducted a large-scale ELL Parent Orientation on September 17, 2013 and are planning another orientation in June 2014. ELL Parent Orientations empower parents with knowledge of guidelines, compliance and the distinctions of Transitional Bilingual, Dual Language, and ESL Programs. The parents are then given options to select what program their ELL child will participate in for the academic year 2013-2014 through the completion of the Program Selection Form.. We present their options (to choose a Transitional Bilingual, Dual-language or an ESL program) with clarity and objectivity. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system with the information on the organization of the school system and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are also provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with a Q & A session for further explanation of their program choices, of the state and city standards, the core curriculum, assessment, student expectations, and general educational program requirements. This enables parents to make an informed and sound educational decision as to which program best meets the needs of their child. In addition to the two large-scale ELL Parent Orientations, our Parent Coordinator and ESL Coordinator will conduct on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children's academic needs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Immediately after the ELL Parent Orientation in September 2013, parents were requested to fill out a Parent Survey and Program Selection form. The ELL Coordinator and Parent Coordinator provided further clarity of their options as they completed the documents during the end of the orientation. Parents were provided with an option to return it within the week if they needed additional time to make a decision. The Parent Coordinator and the ESL Coordinator also reached out to individual parents who have not participated in the ELL Parent Orientation through phone calls and letters. Phone calls are recorded on a log for reference. We request meetings with each parent in order to ensure that all parents are well-informed and students are placed appropriately. Entitlement letters and Non-Entitlement letters are sent to all ELL parents in mid-September informing them of their child's score on the LAB-R /NYSESLAT and the ESL services they will be receiving throughout the year. Copies of Entitlement Letters and Non-entitlement letters are kept in a binder in the ELL Coordinator's office.

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.

We organize our ELL programs strictly according to parental choice made on the Parent Survey and Program Selection forms. We are committed to organizing a Transitional Bilingual class if we have at least 15 Parent Surveys with TBE as their choice (If a form is not returned, we understand that the default program for ELLs is Transitional Bilingual Education as per CR Part 154.) All letters, brochures, and meetings (including Parent Orientation) are conducted in the parents' native language and in English. Any and all consultation and communication is translated in their native language in order to ensure that the parents are well-informed. If it is a native-language less common, we call the translating services for assistance, or reach out volunteers within our community. If we do not have enough parents selecting TBE as their choice, we have individual meetings with parents to provide them with information and aid in transferring the student to a nearby school with a quality TBE program that is appropriate for their child.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All entitled English Language Learners are identified and confirmed by reviewing the following ATS reports: RLAT, RLER, LAB-R, and most recently the UYRE. Teachers administering the NYSESLAT with a schedule and manual for the administration of the Listening, Speaking, Reading, and Writing components. The Testing Coordinators count-out materials and construct a schedule with specific dates for the appropriate administration of all Four Modalities. Dates for make-ups are included in the schedule to ensure that all ELL students are administered the NYSESLAT.

6. 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.) 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. 

After reviewing past Parent Selections, in past years parents selected ESL and Bilingual programs. This school year, 2013-2014 the vast majority of Newly Admitted ELL parents chose to place their child in an ESL program, according to the Parent Surveys that we received in September of 2013. To this date, 39 ELL parents out of 42 Kindergarten ELL parents chose to place their child in ESL and 3 parents have not returned the Parent Survey. None of the parents chose to place their child in TBE. We are still working to reach the 3 parents who did not return the Parent Survey in kindergarten. In first grade, third grade, and fifth grade, there is one Newcomer whose parents have chosen the ESL program for her child. Also, in fourth grade, one Newcomer's parent has chosen to place their child in the ESL program. Four parents opted for the Dual Language program; two in first grade and two in second grade.

Aligned to the parent requests, on the parent surveys we received in September 2013, we organized 2 self-contained ESL classes in kindergarten for all Beginners, Intermediate, and Advance ELLs. We also placed all Advanced Kindergarten ELLs (14) in a mono-lin class where they will receive ESL push-in services by a fully-certified ESL teacher. Although all instruction will be conducted in English according to parental choice, we will provide books and picture dictionaries in the students' native language. We will also have an afterschool program for our upper-grade ELLs, 3rd, 4th, and 5th grade ELL students in order to immerse them in academic work and activities that will enhance their English language development in all four modalities. In addition, we will be conducting a Title III Saturday Academy program for Newcomers where we will provide native language support, as well as intensive instruction in English using ESL strategies.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

In the year 2013-2014 we have organized self-contained ESL classes in Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, and 5th grade. In our Self-contained classes, we have licensed pedagogues who incorporate researched based ESL methodologies across content areas. Instruction is delivered only in English, but supported by the use of ESL techniques and strategies, such as TPR, visuals, and realia to make content comprehensible to enrich language development. Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, interpret, apply and transmit information. ELLs with IEPs are grouped in a class based on IEP recommendation will receive all mandated hours of ESL services, as per CR Part 154, by a fully certified ESL teacher using the Push-In model. In all grades the classroom teacher and the ESL Coordinator plan together and co-teach during all ESL periods. All English Language Learners were placed in their appropriate grade levels. In all grades, ELLs are grouped heterogeneously (mixed proficiency levels) and are being targeted with differentiated instruction within small groups by an ESL certified teacher.

Students receive mandated hours of ESL instruction in accordance with the individual students' result of the LAB-R and New York State English as a Second Language Achievement Test. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA. One full-time ESL certified teacher is pushing into some classes to provide all mandated hours of ESL services to entitled students. Native language support is being provided in small groups according to the needs the of the individual students by trained classroom teachers and the ELL Coordinator. Spanish libraries are available for students that need support in their native language.

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)?

Students receive mandated hours of ESL instruction in accordance with the individual students' result of the LAB-R and New York State English as a Second Language Achievement Test. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA. Our Dual Language classes instruction across the content areas is delivered in the native language, Spanish, 45 minutes per day One full-time ESL certified teacher is pushing into some classes to provide all mandated hours of ESL services to entitled students. Native language support is being provided in small groups according to the needs the of the individual students by trained classroom teachers and the ELL Coordinator. Spanish libraries are available for students that need support in their native language.

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 foster language development and meet the demands of the Common Core Learning Standards.

At P.S. 123 teachers of ELLs within both programs, E.S.L. and Dual Language, combine literacy and content-area work throughout the day. Everything that our ELLs are reading, writing, listening, and talking about relates to familiar content-area topics. ELL students are able to use content and language they learn, to understand NEW content and language related to the topic. Teachers explicitly teach content-based vocabulary and model the use of language structures to increase their ability to comprehend what they read, and use that language when writing and speaking. More importantly, teachers of our ELL students model and use academic language, repeatedly, throughout the day and each unit-of-study, providing them an array of opportunities to read, write, listen, and speak using the content-based language, in which results in greater language development. The Common Core Learning Standards pushes for teaching content so that it's accessible to all students, including ELLs. Our teachers ensure that they have a good understanding of the lesson and use scaffolding strategies to assist in retaining new content in their new language, especially the content in reading materials that support the lesson, considering the entire reading process -

before, during, and after. Teachers of ELLs integrate the content areas with Literacy through Read Alouds, Close Reading, and Guided Reading groups; varying from non-fiction and fiction books paired with their curriculum materials; which are Expeditionary Learning for grades 3-5 and Core Knowledge for grades K-2. Teachers plan for learning content and language by creating language objectives along with their focus learning targets, and engaging students in interactive writing, book talks, pre-reading vocabulary activities, collaborative projects, and partner work. ELLs are engaged in strategies that make content comprehensible and foster language development, such as hands-on projects, peer interaction, small group instruction, word walls, with pictures, personal student dictionaries, anchor charts with images, and using technology for additional support. Teachers provide the tools and materials to support learning content and literacy in their second-language by quality instruction and plenty of opportunities to read, write, listen, and speak in their new language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ELL students are placed in an ESL program, based on Parent Choice. Students in the ESL program are assessed in English using the Fountas and Pinnell Running Records, end of Unit tasks, one-on-one conferences, teacher created rubrics. These assessments are analyzed carefully on a regular basis. The data teachers collect informs them of their students' English language development in reading, speaking, listening, and writing. In the Dual Language, grades 1 and 2, the teachers have used a teacher created Oral Language Checklist, as well as end of Unit tasks in Spanish. We are currently rolling out the "Estrellita" program, which focuses on Phonemic Awareness, Phonics, and Vocabulary in Spanish. The program has a built-in assessment after each Set-of-Steps completed. As with all assessments, it will be evaluated to ensure progress and drive instruction.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers of the ESL and Dual-Language classes were able to analyze the NYSESLAT data to become well-informed about the performance of each ELL student in order to make sound educational decisions within instruction. In order to assist our ELL students in their progress towards English acquisition in all four modalities we have made certain to implement a baseline, midline, and endline assessment aligned to the NYSESLAT. After the administration of each assessment teachers will evaluate the data, compare, and identify strengths and weaknesses of each ELL student. In addition, teachers will use the built-in assessments at the end of every unit/module of each grades respective core curriculum, grades K-2: Core Knowledge, grades 3-5: Expeditionary Learning. Which aligns to the Common Core Learning Standards. Their findings will be used to drive and differentiate instruction in reading, writing, listening, and speaking. This process will ensure their progress towards English acquisition as measured by the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) Plans for SIFE

Students with Interrupted Formal Educations, (SIFE), are students whose formal education has been interrupted for an extended period of time and who enter an English Language school system at the age of eight / nine, (3<sup>rd</sup> grade), or older, and who are at least two years behind their peers in reading in their native language and in other academic areas. Currently, P.S. 123 does not have any SIFE students. Upon arrival, in such a case, after the ELL identification process, SIFE students will be placed in their appropriate program as per parent choice. In order to best support the special needs of these students, a fully certified ESL teacher will provide intensive small group intervention using a computer program, such as Imagine Learning to support their native language, and RAZ for Kids/Reading A-Z for exposure to phonics, reading, and oral expression. ESL providers will support SIFE students through an accelerated and explicit teaching of academic and social language. They will use a guided reading program and Treasures to support them in a small group setting with individualized attention to meet their special needs. During ESL periods, students will receive native language support in small group setting. There will be on-going assessments being administered to SIFE by all service providers so that targeted educational plan can be continuously modified to fit the students' special needs. They will also be targeted for Title III Saturday program where instruction will focus on increasing all four modalities of language development across the content areas using the program "Getting Ready for the NYSESLAT". During Title III Saturday program, students will also receive native language support in small groups. Progress of our SIFE will be monitored closely by their classroom teachers and ESL Coordinator. They will have a quarterly meeting with the Parent(s) and teachers in order to ensure that their needs are being fully met.

b) Plan for ELLs in US Schools Less than Three Years (Newcomers)

Newcomers who have been in U.S. schools less than three years are also identified for targeted ESL instruction. They will receive 360 minutes of ESL instruction by a fully certified ESL teacher. Newcomers will also be targeted for a computer intervention program with native language support, such as Imagine Learning. Newcomers will also be immersed in the Award Reading program, an online program, that focus lessons with explicit skills instruction in reading, listening, writing, inquiry, oral language, and visual literacy. In addition, they will be offered Title III Newcomers program and Title III Saturday Academy. Highly qualified ESL teachers will provide an accelerated and explicit teaching of academic language in all content areas during after school and in Saturday Academy. Newcomers will receive native language support during afterschool and in Saturday Academy. Newcomers will also be targeted for Extended Day Clubs and other enrichment programs to increase their language development across the content areas.

c) Plan for Long Term ELLs ~ 4-6 years

Analysis of the NYSESLAT scores for ELLs receiving ESL services for 4-6 years illustrate their overall weakness in reading and writing. The bulk of these long term ELLs are in 4th and 5th grade. We currently do not have any ELLs with 6+ years of service. These Long-term ELLs are monitored carefully. AIS providers will push-in and assist in targeting them to provide intensive and aggressive support daily in reading and writing during the Literacy Block. Their scores on the NYSESLAT, ELA, and Running Records will be cross-referenced to define their needs and to develop an educational plan that will support and meet their needs. Collaboration is ongoing between the classroom teacher and the support providers. These students are mandated to participate in extended morning, and also attend after-school and Saturday Academy.

e) Plan for Former ELLs

Students who have received proficiency on the NYSESLAT no longer receive ESL services, their academic progress will be monitored continuously through formal and informal assessments, such as the NYS/NYC assessments, Running Records, teacher observations, one-on-one conferences, On-demand writing, and End of Unit assessments. Classroom teachers, along with the ESL Coordinator will have quarterly meetings to ensure that these students are continuously making academic progress and to provide academic intervention as needed.

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

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

7. 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?

Ells with special needs will be identified by IEPs. All mandated hours of ESL will be provided by a licensed ESL teacher. IEPs, Formal, and informal assessments will be reviewed and analyzed by the ESL teacher along with the IEP teacher in order to plan and implement instruction to fit the need of all the ELL-SWDs. More importantly, they work together to scaffold instruction to meet the demands of the Common core Learning Standards and create curriculum maps using the chosen curricular; Core Knowledge for grades K - 2, and Expeditionary Learning for grades 3-5. Planning rigorous content and application of knowledge through high order skills is emphasized during these meetings. Instruction in all academic areas are implemented through heterogeneous and homogeneous flexible grouping using appropriate grade level books, units, and tasks. All teachers designed a grade level classroom library consisting of genre studies, leveled - books, unit studies, and content area themes. Teachers will also use the following strategies to accelerate their English language development:

- Develop higher-level cognitive skills and critical thinking by balancing knowledge, reasoning, and skills learning targets.

- Provide proficient models of oral and written English used for a variety of purposes.
- Engage students in grand conversations and collaborative learning through group and pair work.
- Engage students in academic programs via computer programs such as STAR FALLS and RAZ-KIDS

ELL-SWDs are offered equal access to all school programs. They are offered to attend Title I Afterschool on weekdays in addition to the Title III Saturday program. They are also targeted to for all enrichment programs during and after school and have access, (in school and at home), to learning intervention computer programs such as, PIXIE, Reading A-Z, ABCYA, and Mathzone.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Each student's IEP will be reviewed carefully by the ESL teacher and the IEP specialist in order to best meet the educational goals stated on the IEP. The ESL teacher along with the IEP teacher will identify the stumbling blocks of progress; disabilit verses challenge caused by linguistic needs. ESL teachers will work hand in hand with the IEP teacher and the classroom Special Education teacher to bridge resources between the two areas on a bi-weekly basis. Aside from the school's Literacy Curricular ; Core Knowledge and/or Expeditionary Learning, resources include Classroom Connection Skill, Treasures, and Visual Thinking Strategies. Planning and implementation of scaffolded lessons are conducted within small group instruction, using Close Reading and Strategy lessons to ensure academic progress and English language acquisition in reading, writing, speaking, and listening. Students will be actively encouraged to be independent learners by having access to academic resources via computer The ESL teacher will provide appropriate native language support as well. The ESL teacher will also conduct individual conferences with the ELL-SWDs to regularly monitor their progress in all four modalities. Monitoring their progress will consist of analyzing patterns of proficiency level progress on the NYSESLAT and the Baseline, Mid-line, and End-line assessments aligned to the NYSESLAT, in order to increase their English language acquisition skills. ELLs with Special Needs will, likewise, be eligible for all academic intervention opportunities, such as, A.I.S., After school programs, Zero Hour programs, and Saturday programs, as well as, enrichment programs, such as, Studio in the School, The Big Green Theater, and Arts & Literacy program.

**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**

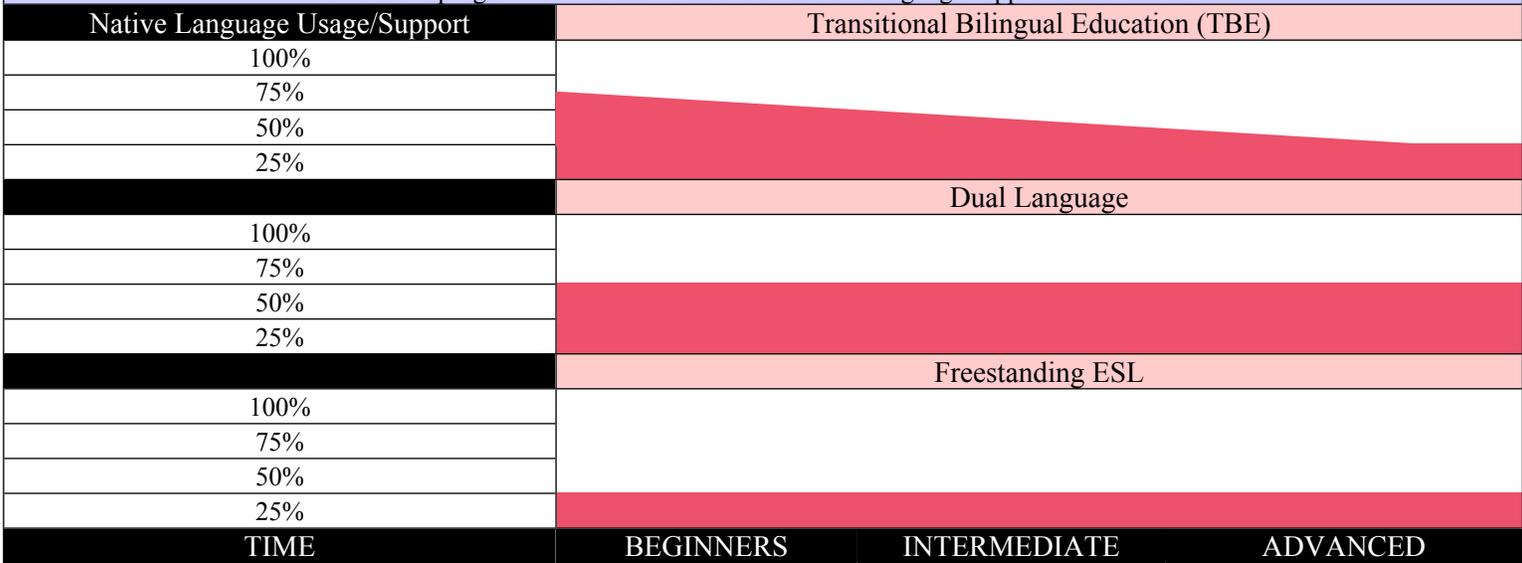
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.
- Our targeted intervention programs at P.S. 123 include, but are not limited to, Extended day, Saturday program, Academic Intervention Services, and Afterschool program. Instruction during these intervention services is delivered in English. Academic Intervention Services (AIS), is provided to all our ELL students on a daily basis for one instructional period. During AIS, students are provided small group instruction in reading, writing, and/or math. The AIS teacher collaborates with the classroom teacher to determine the students area of strenghts and needs of improvement in order to plan appropriately.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current literacy programs, (Expetionary Learning and Core Knowledge), anchored to the Common Core Learning Standards, seeks to provide ELL's complete accessibility to a standards based academic curriculum that parallels that of of the monolingual settings. The units of study are clearly defined to build the quality of speaking, listening, reading, and writing. During daily lessons students learn powerful academic strategies that include independence, self-direction, perseverance in problem-solving, research finding, determining importance, conveying information, and provideing text evidence, across all content areas. The learning standards are enriched with learning targets that build on comprehension, language, and higher order thinking skills. The present program are closley aligned to the needs of our ELLs in all four modalities; measurement of the effectiveness will be determined at the end of Unit tasks, as well as the results of the ELA and NYSESLAT in the Spring of 2014.
11. What new programs or improvements will be considered for the upcoming school year?
- for the upcoming school year we plan to incorporate the computer program Imagine Learning, or similar, for our Newcomers, SIFE, and other struggling ELLs in need of native language support. We also plan to include a Spanish club, for content area instruction in student's native language to support them further in their English language acquisiton. The support will be imperative to their academic language for the purpose of speaking and listening in a range of oral communication and interpersonal skills. In addition, we plan to add a more rigourous writing component that specify the skills for many types of writing purposes, writing over extended and shorter time frames, with an emphasis on inquiry and research.
12. What programs/services for ELLs will be discontinued and why?
- For the 2013-2014 school year we will not discontinue any of the programs or services our ELL population receive.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered equal access to all school programs. They are offered Title I Afterschool program, the Arts & Literacy afterschool program - sponsored by the Hispanic Coalition, in addition to the Title III Saturday Academy. They are also invited to part-take in the Zero-Hour sessions for Math/Literacy. During extended day many of our ELLs participate in the various Clubs for enrichment, that include, The Technology Club, Musci Club, Art Club, and Health Club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- During the Extended program teachers are using data to drive their instruction. Instructional materials used are Comprehension Skills Library for Literacy Intervention, Drexel University Math Forum for Math Problem Solving, Envisions, and Treasures. In addition to technology programs such as, Award Reading and Reading A-Z.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are provided native language support with content area books in their native language in all ESL classrooms. Students in the 4<sup>th</sup> and 5<sup>th</sup> grades are supported in their native language by having the assistance of a bilingual para-professional for 1 period daily. We are also providing native language support in small groups, and through the use of materials in the native language. All classrooms have books and bilingual dictionaries in the student's native language for their access.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All mandated ESL services are being provided in grade and age-specific groups. Our school's use Core Knowledge for grades K-2 and Expeditionary Learning for grades 3-5. These selected curriculum are are well developed, content-rich, and with the specific grade expectations set forth by the C.C.L.S. To supplement the grade specific curriculum teachers use independent reading books, of high-interest, for differentiated instruction and intervention methods to support students who perform below grade level. Other materials include books and computer resources appropriate to each grades content-area theme study.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In addition to the ELL Parent Orientation conducted in September and in June, we are organized a Curriculum Day for our newly enrolled ELL students and parents at the beginning of the school year. Newly enrolled students and parents are invited to be a part of our class for a morning where they learn to orient themselves in a new school setting and curriculum. Teachers engaged the students in a Read Aloud with Accountable Talk and other academic activities.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

The targeted languages in our Dual Language program, in grades 1 -2, are English and Spanish. We focus on building biliterate, bicultural, and bilingual students. Teachers use the Rollercoaster Model to instruct reading, writing, and all content areas with a 2 week span to ensure the 50% -50% exposure in both languages. ELLs and EPs are intergrated all day, working on collaborative theme projects, book clubs, partner-work, interactive writing, grand conversations, and extra-curricular activities, all which contributes to language development. Both languages are considered equally important in our Dual Language program. The benefits of balancing both languages - bilingualism- it allows for creativity and problem solving, greater cross-cultural understanding, and marketability for future college and career goals in a bilingual and multilingual society.

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

P.S. 123 recognizes the importance of on-going staff development. Therefore, the staff of the ESL programs will be offered various professional developments, which include PD conducted by an Aussie consultant focusing on ELLs, CFN,calendar day workshops and other ESL workshops provided by the Office of English Language Learners. The focus of the on-going staff development will be on: language acquisition and transference, scaffolding techniques, C.C.L.S., collaborative teaching, differentiated instruction, and data-driven instruction. We will also have monthly study groups to study practical strategies to enhance ELLs' oral language development, aligned to our ELL goal for the year 2013-2014.

In the year 2013-2014, we are planning to offer 5th grade ELL teachers with PD on supporting our 5th grade ELLs transition to middle school. Teachers will be reflecting on ways to increase student independence in and out of the classroom. They will also brainstorm issues and topics they may want to discuss in preparation of the transition to middle school

A minimum of 7.5 hours of ELL training will be provided for all staff who do not hold an ESL or a bilingual license. By attending ESL workshops, teachers will learn about language acquisition and transference in the four modalities, scaffolding techniques, ESL strategies and methodologies.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Because P.S. 123 recognizes the importance of parental involvement in the education of all of our children, participation of our ELL parents in the on-going parent workshops and Parent Symposiums are highly encouraged. Many workshops specifically target ELL parents, such as ELL Parent Orientation (where parents are introduced to the different ELL programs offered in the city of New York), workshops on the NYSESLAT (presenting different ways to help ELLs achieve higher performance on the NYSESLAT). Parents are strongly encouraged to participate in assembly programs, Title I academic workshops in all content areas, PSA monthly meetings, multi-cultural events, enrichment programs, culminating events, science fairs, and all other parental activities. This year we plan to incorporate Literacy Workshops that will help parents understand the new NYS Learning Standards - C.C.L.S. - so they may better assist in their child's career and college readiness and plan for their academic success. In addition, Spanish books are given to our Spanish reading families. Our Parent Coordinator encourages ELL parents to enroll in the Learning Leaders training to increase parental involvement.

P.S. 123 partners with many agencies and Community Based Organizations to provide workshops and other services to ELL parents. Some of the collaborating organizations and their services are as follows:

Hispanic Coalition - afterschool program in Art & Literacy

Children Services – workshops on child abuse

Help R.O.A.D.S. – provides workshops on domestic violence

Family Justice Center – provides parents with services on domestic violence

LAWHELP. Org - provide resources for free legal services, immigration and much more...

Brooklyn Public Library – provide on-site adult library card registration, reading programs for children and parents.

Wyckoff Hospital – they provide parent workshops on Breast Cancer, Autism, and health screening

Learning Leaders – provide parent workshops on reading, writing, math, and parent volunteer training

Homebase – provides information on tenant's rights and housing programs

CAMBA – provides information on immigration support

Health Plus – provides parents with health workshops and health insurance

Bushwick Psychotherapy Center – provide family counseling in their office and parent workshops

Our Parent Coordinator reaches out to our ELL parents on a monthly basis through PSA meetings, workshops, surveys, letters, flyers, calendars, and phone calls. Through the means mentioned, we evaluate the needs of our parents and work together to meet their needs through various resources.

Our Parent Staff Association works together with our Parent Coordinator and our teachers in school workshops, activities, and events to increase parental involvement on all levels. We also work together as a team to provide parents with programs such as the Adult ESL school program and a basic Computer program for parents. Here in P.S. 123 parents not only learn to support their

children academically, but also work to strengthen family relationships, Health Awareness, and gain personal and professional growth.

### **E. 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 response to question here:

## Part VI: LAP Assurances

School Name: <u>P.S. 123</u>		School DBN: <u>32BK</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. V. Greene	Principal		1/10/14
Ms. B. Henchy	Assistant Principal		1/10/14
Ms. M. Rivera	Parent Coordinator		1/10/14
Ms. M. Sierra	ESL Teacher		1/10/14
Ms. DeJesus	Parent		1/10/14
Ms. R. Estevez	Teacher/Subject Area		1/10/14
Ms. L. Morales	Teacher/Subject Area		1/10/14
	Coach		1/1/01
	Coach		1/1/01
Ms. T. Goldstein	Guidance Counselor		1/10/14
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 32BK12 School Name: PS 123

Cluster: 2 Network: 204

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

### **Part A: Needs Assessment Findings**

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

•Translation and Interpretation Services: At P.S. 123K during registration parents complete the Home Language Survey, which asks in Part 3: Parent Information - the written language and communicate the parent prefers to receive information from the school. During this same time parents fill out the emergency blue cards and other contact information in their native language. In addition, in September during parent-teacher orientation teachers take a quick survey of parents request for needed translation during conferences. Parent Biography Screen was developed on ATS. Everytime a new student arrives at our school, parents are given the sheet and a biography of language preference is created on ATS.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

•Most of our parents written translation and oral interpretation needs are in spanish, with 2 families in Chinese, and one family needing Arabic. All documents, school-wide and directly from the teacher, is sent home in English and Spanish. For the students that need Chinese and/or Arabic translation is provided with the help of one of their family members. Our findings were discovered mostly during parent- teacher association meetings, registration, and parent-teacher conferences.

## Part B: Strategies and Activities

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

All of our notifications are sent in Spanish and English. Whenever written translation services are required, we use in-house staff and teachers to assist in translation via written or orally. In cases where translation is needed in a language which can not be provided by another parent, teacher, or staff member, we use the Oral Translation Unit for assistance.

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 123K	DBN: 32K123
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 275
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: 14
# of certified ESL/Bilingual teachers: 14
# of content area teachers: 14

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

- ☐ After School Program
- ☐ Cycle I October 11, 2012 to December 19, 2012
- ☐ Target Population is all students of grades 2, 3, and 4. Target group is ELL and former ELL.
- ☐ Approximately, 75 students attend.
- ☐ Grades 2, 3 and 4 have classes Monday, Tuesday, and Wednesday from 3:00 p.m. – 4:20 p.m.
- ☐ Duration of Program will be 23 sessions.
- ☐ Treasures and Buckle Down for grades 2, 3, and 4, Supplemental Math Envisions and Teachers College Components in Writing.
- ☐ 4 Teachers, approximately 4 groups of 18 - 20 students
- ☐ Teachers dually certified in Bilingual or ESL and Common Branch
  
- ☐ After School Program
- ☐ Cycle II January 7, 2013 to March 20, 2013
- ☐ Target Population is all students of grades 2, 3, and 4. Target group is ELL and former ELL.
- ☐ Approximately, 75 students attend.
- ☐ Grades 2, 3 and 4 have classes Monday, Tuesday, and Wednesday from 3:00 p.m. – 4:20 p.m.
- ☐ Duration of Program will be 29 sessions.
- ☐ Literacy, Envisions and Writing
- ☐ 4 Teachers, approximately 4 groups of 18 - 20 students
- ☐ Teachers dually certified in Bilingual or ESL and Common Branch
  
- ☐ Spring Institute
- ☐ Target Population will be ELLs from grades K-5.
- ☐ Monday to Thursday for 3 hours 9:00 a.m. to 12 p.m.
- ☐ Approximate 150 students will attend.
- ☐ Duration of Program is from March 25, 2013-March 28, 2013 (4 sessions).

## Part B: Direct Instruction Supplemental Program Information

☐ Practice for NYSESLAT, ELA and Math State Test

☐ 5 Teachers, 5 groups of 21

☐ Teachers dually certified in Bilingual or ESL and Common Branch

### Supplementary Programs

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

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

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

☐ Saturday Academy

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

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

☐ Approximately, 20-25 students attend.

☐ Duration of Program will be 13 sessions

## Part B: Direct Instruction Supplemental Program Information

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

## Part B: Direct Instruction Supplemental Program Information

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

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

## Part C: Professional Development

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

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

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

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

### PROFESSIONAL DEVELOPMENT 2012-2013

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

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

## Part C: Professional Development

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

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

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

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

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

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

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

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

To understand the impact of conventions in scoring student writing.

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

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

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

CFN support planned meetings as per CFN schedule.

This component will be at no cost to program.

### Part D: Parental Engagement Activities

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

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

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

We provide a NYSESLAT workshop:

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

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

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

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

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

### Part E: Budget

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

Allocation Amount: \$

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