



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** SILAS B. DUTCHER  
**DBN (i.e. 01M001):** 15K124  
**Principal:** ANNABELL MARTINEZ  
**Principal Email:** AMARTINEZ@SCHOOLS.NYC.GOV  
**Superintendent:** ANITA SKOP  
**Network Leader:** CYNTHIA J. FELIX

### 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
Annabell Martinez	*Principal or Designee	
Karen Lane	*UFT Chapter Leader or Designee	
James Newman	*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	
Migdalia Franklin	Member/ Teacher	
Angela Smith	Member/ Teacher	
Erika Toledo-Ferraro	Member/ Teacher	
Vinitha Nair	Member/ Parent	
Judith Gannushkin	Member/ Parent	
Darren Bloch	Member/ Parentt	
Danae Makoso	Member/ Parent	
	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.

Improve the reading and writing skills and achievement of Level 1 (ELA) English language learners in 4<sup>th</sup> and 5<sup>th</sup> grade students as identified by the results of the spring 2014 New York State English Language Arts Exam and/or NYSESLAT. Average improvement of ELLs will improve by 20 scale score points.

### **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.

17 students in grade 3 and 16 students in grade 4 performed at Level 1 on the New York State English Language Arts Exam administered in the spring of 2013 for a total of 33 students. These are the current grade 4 and grade 5 students. This is the equivalent of 39% of all third and fourth grade students. Of the 33 grade 3 and grade 4 students, 10 are English Language Learners.

Classroom teachers and specialists have expressed that they are challenged by the needs of ELLs across all grade levels. Results of student performance on the New York State English as a Second Language Achievement Test administered in the spring of 2013 report that 4 students achieved intermediate status and 4 students achieved advanced status. Historically, ELLs have had the most challenge in achieving grade level reading and writing skills in par with their English dominant grade peers.

### **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**

1. ESL teacher and classroom teachers will work collaboratively around reading and writing in order to support these learners in their classrooms. Grade partners will look at the writing work of these students and carefully tailor instruction. This will ensure consistency across grades.
2. In addition to the ReadyGen Program, classroom and ESL teacher will match these ELL students to books on their independent reading level (especially non-fiction books). These will be the books they read independently in class and at home. This will provide more opportunity for the student to practice their basic reading skills and strategies and strengthen their comprehension and vocabulary. Teachers will closely monitor and change these book selections regularly. They will also assure a steady rise in reading levels throughout the year.
3. \* Increased focus on formalized vocabulary instruction during shared, guided and independent reading experiences,
4. \* Structured and scaffolded instruction in grammar and syntax.

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

1. \* Classroom teachers/ESL Teacher
2. \* Classroom Teachers/ESL teacher
3. \* Classroom Teachers/ESL Teacher/Science Specialist
4. \* Classroom Teachers/ESL Teacher
5. \* Classroom Teachers/ESL Teacher

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

1. \* Students will maintain a personal dictionary to track vocabulary learning that will include standard definitions, personal definitions and examples of sentence use.
2. \* Students will increase reading fluency and comprehension by three independent reading levels by June as measured by Fountas and Pinnell Reading Assessment 2.
3. \* Students will improve social studies vocabulary comprehension as demonstrated .....

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

1. October 2013-May 2014
2. June 2014-Results of spring 2014 ELA

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

1. \* ELLs with IEPs will work on strategies with the SETTS teacher and Speech therapist, in addition to classroom support according to their IEPs.
2. \* ELLs will receive ESL writing support from the ESL teacher twice a week in addition to classroom support.

### **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).**

- Parents will be encouraged and provided the opportunity to participate in information workshops on the Common Core Learning Standards in ELA specific to the grade of their child during the winter and spring of 2014..
- Parents will receive print information from the ARIS Parent Resources/NYC Department of Education website on the Common Core Learning Standards in ELA during PTC in the Fall of 2013.
- Information notices will be sent to Level 1 ELA ELLs families in 4th and 5th grade regarding strategies being used and how family can help at home. Notices will be sent in the dominant language of the home.
- Classroom teachers will provide their weekly schedule to each family so that they may opt to schedule meeting time to explain strategies to help improve ELA skills, why it is important, how families and students can address at home and to address any questions and concerns. Translation will be made available for families who need it. This could be a group meeting or one-on-one meetings.

**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>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 #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.

Increase parent engagement which will be reflected in the Annual Learning Environment Survey by parents/guardians in the 2013-14 school year.

**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 participation rate of parents/guardians of the Annual Learning Environment Survey has dropped by 20% from the previous school year. Less than ½ the families of the school completed the survey during the 2012-13 school year. Increased participation will help improve decision making about school programs and provide a more realistic view of parent/guardian opinions about the work of the school.

**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**

1. Form a diverse parent committee committed to encouraging parents to join conversations about how they feel about the school and its role. The committee will represent the school population. The main role of committee members will be to encourage parents to fill out the Annual Learning Environment Survey and any other survey or data collection technique the committee decides on.
2. The committee in consultation with the SLT will decide what specific types of information we need from parents. The committee will decide if the Annual Learning Environment Survey is enough or if we want to add some of our own questions to parents.
3. The committee in consultation with the SLT will decide on strategies for engaging the largest number of parents and caregivers between January and March.
4. The committee will ensure that more parents know about, think about and fill out the school surveys.

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

1. Parent Coordinator, SLT parent member, PTA member and class parents.
2. Parent Coordinator, SLT parent member, PTA member and other parents.
3. Parent Coordinator, SLT parent member, PTA member and other parents.
4. Parent Coordinator, SLT parent member, PTA member and other parents.

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

1. January 30, 2014.
2. February 2014
3. February 2014
4. March 2014

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

1. A committee of at least 5 parents and the parent coordinator will be formed by January 30, 2014.
2. The committee will finalize questions to be asked with the Learning Environment Survey by February 15, 2014.
3. The committee will finalize strategies by February 28, 2014 and begin executing them.
4. The committee will mobilize parents to fill out the Learning Environment Survey by its due date.

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

1. Committee members will be able to meet during or after school hours.

**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).

Parents will make up the large part of this committee and will work with school staff to increase the participation of other parents in the school community.

**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	Title IA	Title IIA	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 #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.

Improve the math skills of Level 1 & 2 grade 5 students as determined by the New York State Mathematics Exam in spring 2014.

**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 results of the NYS Mathematics Exam administered in spring 2013 reported that only 20% of all students in grades 3-5 performed at levels 3 & 4. 34 students were tested, then 4<sup>th</sup> graders, and performed at levels 1 & 2 in grade 5 with exactly ½ females and ½ males in this category. Review of Spring 2012 periodic assessment administered in the winter of 2013 reported that then grade 4 students were challenged by the measurement and number and operations strands.

**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**

1. Classroom teachers, out-of-classroom staff and paraprofessionals will engage students during intervention (37.5 minutes) in math fluency activities to improve automaticity.
2. Students will engage in online computer games focused on the basic math facts.
3. Students will complete problem solving tasks and use problem solving strategies focused on the Grade 5 CCLS-Number and Operations in Base Ten, Number and Operations-Fractions and Measurement and Data.

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

1. Classroom teachers, paraprofessionals and out-of-classroom staff
2. Classroom teachers, Parents/Guardians
3. Classroom teachers and out-of-classroom staff

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

1. Students will be able to achieve 80% or better results on assessments of basic math facts (number and operations) based on teacher created assessments.
  2. Students will be able to achieve 80% or better results on online games, including measurement and number and operations.
  3. Students will be able to demonstrate the correct use of tables or diagrams when problem solving and achieve a minimum of practitioner level according to Exemplars rubric on problems focused on CCLS Number and Operations in Base Ten, Number and Operations-Fractions and Measurement and Data.
- D. Timeline for implementation and completion including start and end dates**
1. October 2013-May 2014
  2. November 2013-May 2014
  3. January 2014-May 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Intervention program 2x/week
  2. Regular school schedule, 1x/week intervention during the school day (50 minutes)
  3. Regular school schedule, Exemplars problem solving activities

**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).

1. Provide one parent workshop in the winter on the CCLS in mathematics for Grade 5 parents/guardians where they will be able to engage in similar math activities as Grade 5 students. Include one make and take math game to be used at home and a list of online math games students can access from the internet to practice math at home.
2. Information fliers will be sent home to the families of Level 1 & 2 5th graders regarding strategies being used to improve math skills and how families can help at home.
3. Classroom teachers will provide their weekly schedule to each family so that they may opt to schedule meeting time to explain strategies to help improve math skills, why it is important, how families and students can address at home and to address any questions and concerns. Translation will be made available for families who need it. This could be a group meeting or one-on-one meetings.

**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	Title IA	Title IIA	Title III	Set Aside	Grants
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.

Improve the ELA skills of Level 2 General Ed students in Grades 4 & 5 as determined by the spring ELA exam and/or the Fountas and Pinnell Assessment System 2.

**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.

Careful analysis of last spring's ELA test shows us that although our IEP and ELL students struggled on this test, 42 General Ed. students scored a level 2.

**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**

1. List these students and gather data on each from test results, both formal and informal, writing samples, and teacher conversations.
2. Administer F&P to determine baseline levels of these students/ retest bimonthly. These results will be graphed to be analyzed by key personnel and school

- leaders. Using these results, along with previous analysis of data and conversations with teachers, group these students according to levels and needs.
3. Small group *guided reading* instruction/ book clubs where reading and writing strategies are modeled and practiced within the classroom.
  4. Small group guided reading/book clubs outside the classroom where possible (using out of classroom personnel or school volunteer)
  5. Close monitoring of independent reading book choices by these children. They should be *practicing* reading books *on their reading levels*, both at school and at home.
  6. Communication with parents regarding their student's needs and progress.

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

1. Classroom teachers, Data Specialist/Literacy Coach and Administration
2. Classroom teachers and Data Specialist/Literacy Coach
3. Classroom teachers
4. Learning Leaders, Reading Recovery Specialist, School Volunteers
5. Classroom teachers
6. Classroom teachers, Data Specialist/Literacy Coach and Administration

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

1. January 2014-Students will demonstrate a one reading level gain as compared to benchmark in reading in September 2013.
2. April 2014-Students will demonstrate a two reading level gain as compared to benchmark reading in September 2013.
3. June 2014-Students will demonstrate a 15 point increase in scale scores as determined by the results of the 2014 NYS ELA Exam.

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

1. October 2013-May 2014

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

1. A 2-Period Block each morning is in effect to allow for maximum uninterrupted time to focus on English language arts and literacy skills.
2. An assessment calendar which includes informal assessments, as well as NY State Standardized Assessments has been created and distributed to all school pedagogues.
3. Learning Leaders and school volunteers work in collaboration with and under the supervision of licensed pedagogues.

**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).

1. Parents will receive progress reports in October, January and May, in addition to the required report card distribution in November, March and June.
2. Parents will be offered the opportunity to participate in a literacy workshop focused on the CCLS focused on the standards for reading literature.
3. Information notices will be sent to the families of Level 2 general education 4th and 5th graders regarding strategies being used to improve ELA skills and how family can help at home.
4. Classroom teachers will provide their weekly schedule to each family so that they may opt to schedule meeting time to explain strategies to help improve math skills, why it is important, how families and students can address at home and to address any questions and concerns. Translation will be made available for families who need it. This could be a group meeting or one-on-one meetings.

**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	Title IA	Title IIA	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 #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.

In grades Kindergarten, Grade 1 and Grade 2, 75% of General Ed/non-ESL/IEP students will reach grade level reading benchmarks as measured by Fountas and Pinnell Assessment System 1.

### **Comprehensive Needs Assessment**

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

In order to ensure that every student achieves the CCLS standards in literacy for their grade, emphasis must be made on increasing foundational skills in order to improve comprehension on more challenging texts. Analysis of the composition of kindergarten through Grade 2 registers shows 61% of the students are non-ESL/IEP students. However, 44% of the students (non-ESL/IEP) in grades Kindergarten, Grade 1 and Grade 2 are reading at grade level with comprehension as determined by benchmark reading assessments.

### **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**

2. Establish benchmark reading levels for each grade.
3. Chart and analyze assessment results quarterly and group students accordingly for guided reading groups.
4. Utilize out-of-classroom teachers and parent volunteers to read with students.
5. Create and utilize reading centers to practice language/phonics/foundational skills.
6. Create and use the classroom word wall and phonics charts in purposeful ways during shared reading and shared writing activities.
7. Engage students in phonics work through the use of the ReadyGen literacy curriculum.

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

1. Administration
2. Classroom teachers & Reading Recovery Teacher
3. Out-of-classroom staff, Reading Recovery Specialist.
4. Parent Volunteers, Learning Leaders and Classroom teachers
5. Classroom teachers
6. Classroom teachers
7. Classroom teachers

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

1. September 2013-Benchmark levels will be established and communicated to all pedagogues.
2. October 2013-Reading levels will be assessed to determine benchmarks and to form guided reading groups. Reading levels will be reassessed in January and April for progress.
3. October 2103-Reading groups will be formed and assigned to out-of-classroom staff, Reading Recovery Specialist. Reading groups will change every 6 weeks according to reading gains on Fountas and Pinnell Assessment System 1.
4. October 2013-Phonics/language centers will be developed and utilized by students. Centers will be changed according to student mastery of skills.
5. September 2013-The word wall and phonics charts are working template that will change as students are introduced and learn new foundational skills.
6. October, February, April, June-Assess student achievement of grade level foundational skills

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

1. September 2013 to June 6, 2014

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

1. Benchmark Reading Level Chart
2. Text Level Progress Chart
3. Daily reading block
4. *Word Matters* by Fountas and Pinnell & ReadyGen phonics curriculum
5. *Word Matters* by Fountas and Pinnell & ReadyGen phonics curriculum
6. ReadyGen foundational assessment/Fountas and Pinnell Foundational Skills Assessment

### **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).**

1. Provide updated progress reports to parents in between report card distribution (October, January, May).
2. Send home book baggies with instructions on how to practice reading with students.
3. Spring parent workshop on reading with your child and asking questions for comprehension.
4. An information notice will be sent to the families of students in K, 1 and 2 regarding strategies being used to improve reading skills and how family can help at home.
5. A flier will be sent to families with free literacy websites for reading practice and literacy games to play at home.
6. Schedule two grade meetings with families to discuss reading strategies and how the teacher can support families to help their children gain literacy skill. Families will contribute by talking about the strategies they use to support their children.
  
7. Introduce parents to the books that children are reading in class (particularly in 1st and 2nd grade)- include basic information about the plot, characters, setting, and what the teacher hopes students will learn from reading the book.
  
8. Include feedback from families in reading assignments. Ask students to read something, explain it to an adult, and record the adult's feedback or answer to a question. This would encourage children to help engage the adults in their families in their reading.

***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>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>	<ol style="list-style-type: none"> <li>1. Guided and shared reading, close reading of above grade level texts</li> <li>2. Reading Recovery</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group intervention</li> <li>2. One-to-one</li> </ol>	<ol style="list-style-type: none"> <li>1. 50 minutes intervention 2x a week &amp; regular school day</li> <li>2. Regular school day</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Math fluency games</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group intervention</li> </ol>	<ol style="list-style-type: none"> <li>1. 50 minutes intervention 2x a week</li> <li>2. One 50 minute intervention session during the school day.</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Grade 4 test preparation</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group intervention</li> </ol>	<ol style="list-style-type: none"> <li>1. 50 minutes intervention 2x a week</li> </ol>
<b>Social Studies</b>	Through ELA, see above	<ol style="list-style-type: none"> <li>1. Small group intervention</li> <li>2. One-to-one</li> </ol>	<ol style="list-style-type: none"> <li>1. 50 minutes intervention 2x a week &amp; regular school day</li> <li>2. Regular school day</li> </ol>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ol style="list-style-type: none"> <li>1. Role-play, themed group sessions</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular school day</li> </ol>

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

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

- All pedagogues are licensed and are assigned to teaching assignments in their licensed areas.
- Specialists (music, art, literacy, special education, speech, occupational therapist) participate in off-site professional development offered at the city level to improve practice and to learn new teaching strategies.

**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).

1. All classroom teachers and out of classroom specialists, except as those indicated under the new teacher evaluation system, receive frequent feedback on classroom instruction to improve teaching practice.
2. Advance teacher evaluations system is used to track teacher expertise in the different components of the Danielson Framework for Teaching in order to design professional development activities that address the needs of teachers.
3. Teachers providing services to students with special needs participate in professional development opportunities provided at the school level, CFN and City level in order to improve practice and adhere to mandates.
4. Math Leads participate in off-site professional development opportunities and turn-key this information to classroom teachers.

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordinator of STH funds buys uniforms and school supplies and provides outreach to parents in search of community services.

**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.).

- Families of students in preschool participate in classroom visits to early childhood classrooms in the spring to observe classroom instruction.
- Parents/guardians of preschool students are invited to participate in early childhood workshops on literacy expectations in kindergarten and transitioning to kindergarten facilitated by a kindergarten teacher, parent coordinator and the school guidance counselor.
- Families of preschool students are invited to participate in all school activities throughout the school year.

**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.

- Selected teachers participated in the selection of assessment options for teacher evaluation and for student achievement measures during the summer according to NYC Department of Education mandate.
- Teachers participate in the selection of school reading and mathematics curriculum and hence, use the assessment tools provided in these to measure student progress towards standards.
- Teachers have been trained in administering a reading record assessment and it has been established that this assessment method will be used 5 times a year to measure student growth in reading fluency and reading comprehension.

- Assessment results are analyzed with teachers to identify student understanding and misunderstandings. ARIS professional development modules, artifacts and videos are used, in part, to facilitate this work.

### **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. 124 TITLE I PARENT INVOLVEMENT POLICY  
2013-14 SCHOOL YEAR***

1. P.S. 124 will take the following action to involve parents in the joint development of the District Parental Involvement plan under Section 1112 – Local Educational Agency Plans of the ESEA:
  - convene several meetings to actively involve parents in planning and developing the Parent Involvement Policy.
2. P.S. 124 will take the following action to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - The parents on the School Leadership Team will engage in the process of school review and improvement.
3. P.S. 124 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs such as: Learning Leaders and Literacy Inc. by:
  - encouraging parents to participate in all literacy related workshops and other curriculum training.
  - encouraging parents to attend Family Science and Family Math Nights.
  - encouraging parent participation in Learning Leaders and Literacy Inc. in order to volunteer in classrooms.
4. P.S. 124 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater parental involvement. The findings of the evaluation will be used to redesign strategies for more effective parental involvement policies if necessary.
  - The evaluation will be conducted via a parent design survey translated into Spanish.
  - The Parent Coordinator will be responsible for assisting the PTA Executive Board in collecting and collating the findings.
  - A meeting will be convened to discuss findings and plan revisions as needed.
5. P.S. 124 will build parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school, parents and the community to improve student academic achievement through the following activities specified above (See # 3).
  - a.) The school will provide assistance to parents in understanding the following topics through conferences, parent meetings, and workshops:
    - the State's student academic assessments including alternate assessments
    - the requirements of Title I, Part A
    - how to monitor their child's progress
    - how to work with educators

- b.) P.S. 124 will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Ensuring that a majority of parent documents be translated into the native language
  - Provide oral translations when necessary
- c.) P.S. 124 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Involving the parent coordinator in faculty conferences
  - Including parental involvement agenda items in faculty conferences and School Leadership Team meetings
- d.) P.S. 124 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- Encouraging participation in Learning Leaders and LINC
  - Bringing in outside agencies to provide information to parents about childhood development
- e.) P.S. 124 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

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

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

**I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

**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>15</b>	Borough <b>Brooklyn</b>	School Number <b>124</b>
School Name <b>Silas B. Dutcher</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>Annabell Martinez</b>	Assistant Principal
Coach <b>Karen Lane</b>	Coach
ESL Teacher <b>Jeannie Villavicencio</b>	Guidance Counselor <b>Joanne Manna</b>
Teacher/Subject Area <b>Erika Toledo/Reading Recovery</b>	Parent <b>James Newman</b>
Teacher/Subject Area <b>Jessica Regevik/SETSS</b>	Parent Coordinator <b>Donna Maxil</b>
Related Service Provider <b>Andrea Deliso/SLT</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>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</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>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>323</b>	Total number of ELLs	<b>67</b>	ELLs as share of total student population (%)	<b>20.74%</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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	14
SIFE	4	ELLs receiving service 4-6 years	10	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	4	3	4	4								18
Chinese	16	9	6	8	1	1								41
Russian														0
Bengali				1										1
Urdu														0
Arabic	1	1	2	1	2									7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	19	11	12	13	7	5	0	0	0	0	0	0	0	67

## 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)	20	7	3	3	1	1								35

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)	7	5	3	4	0	2								21
Advanced (A)	3	0	7	1	3	3								17
Total	30	12	13	8	4	6	0	0	0	0	0	0	0	73

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	6	1	0	0	7
4	6	0	0	0	6
5	6	1	0	0	7
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	6	0	1	0	0	0	0	0	7
4	4	3	3	0	0	0	0	1	11
5	8	0	0	0	0	0	0	0	8
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	0	0	0	2	5	0	0	1	8
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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

- PS 124 uses the Fountas and Pinnell Assessment System Level 1 to assess the early literacy skills of ELLs regardless of grade level after analysis of the assessment results from LAB-R. Analysis of the combination of these assessments reveal that our beginner ELLs, dependent upon their native language and prior school experience, if any, have some or no knowledge of letter identification, letter/sound relationships and high frequency word mastery. The data helps us to group students for early morning intervention, differentiate small group work in the classroom, and identify instructional resources and strategies for maximum outcomes. 51% of the total ELL population are beginners and of those, 58% are in kindergarten. The next largest group of beginners are in first grade; 20%.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns across the LAB-R and the NYSESLAT show that students have proficiency in basic interpersonal communication skills (BICS), as seen with the majority of students scoring at the advanced or proficient levels on the speaking and listening modalities. Most students are proficient in the speaking modality on the NYSESLAT. Results on the writing and reading subtests of the LAB-R and the NYSESLAT reveal that students need continued support with literacy, with the majority of the students scoring at the intermediate and advanced levels mainly for the listening and speaking subtests but not in the writing and reading modalities.

3. 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](#))

When the results of the NYSESLAT are made available to our school in the early fall, the ESL teacher uses this data to guide classroom teachers in areas of strengths as well as areas of weakness. We use the data for individualized instruction for each student as it pertains to vocabulary, syntax and daily living skills. The patterns revealed from the NYSESLAT modalities will affect instructional decisions. The results help guide instruction and provide focus areas. Curriculum planning will incorporate the use of developing reading comprehension and writing skills because of the need for support in these literacy areas.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

During the 2012-13 school year, ELLs who participated in the NYS English Language Arts Exam did not perform as well as their peers. Grade 3-5 ELLs still struggle with writing in the academic language. In addition, the reading level of 2013 NYS ELA was substantially more difficult than in past years with considerable more vocabulary and longer text passages.

Our students do not participate in a native language test.

PS 124 did not administer the ELL Periodic Assessment in the 2012-13 school year.

- Our students did not participate in the ELL Periodic Assessment in the 2012-13 school year.

5. 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](#).)

- ELLs in grades 1-5 are participating in the early morning RtI program and are grouped according to language needs. ELLs in grades 3, 4 and 5 participate in guided reading, close reading, vocabulary instruction and reading response with classroom teachers in the upper grades, the literacy coach and ESL teacher.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instructional decisions are based upon the needs of ELLs in each classroom. Teacher practices include the use of technology, differentiating instruction and scaffolding for our ELLs. This includes and isn't limited to lesson plan consideration on academic language development, content area and academic vocabulary correlation through the use of picture supports, audiotapes and books on CDs. In addition, articulation periods during inquiry work time allows the classroom teachers and the ESL teacher to meet to discuss specific TESOL methodologies, preferential seating in the classroom and giving ELLs an allotted wait time for questions and answer retrieval.

7. 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?

At this time P.S. 124 does not have a Dual Language program.

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

Success of the ELL program and for participating students is dependent on the combination of the following; results of the NYSESLAT, results of the NYS English Language Arts Exam, and interim reading assessments based on the Fountas and Pinnell Assessment Levels 1 & 2.

## 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](#).)

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

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

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.  
Entitlement letters are distributed to all students who are entitled to bilingual/ESL services and the notice is sent to parents with the date and time of the parent informational session held at PS 124. The information session is conducted at the school and facilitated by the ESL teacher. Handouts are provided in parents' native languages describing program options. A Power Point presentation in available languages is used to reinforce the description of the different program models available.  
The parent orientation session focuses on parent options for English Language Learners (ELLs) and is conducted within 10 days of admittance by the ESL teacher. Parents receive Entitlement Letters in their native language informing them of their child's performance on the LAB-R, view a video that explains the options for English Language Learners and receive a brochure in their native language with additional information on program options. Parents are informed of the current program availability at PS 124; ESL pull-out and push-in model. If parents select a program not available at PS 124, they are informed that once requests warrant the program selection, the program will be created and they will be contacted to inform them of its availability.
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](#)].)  
Parents who attend the orientation meeting complete the program survey and selection forms and return them to the ESL teacher, who then reviews them. Program selection forms are sent home to parents unable to attend the parent orientation session via backpack. The ESL teacher maintains an ATS report/list/spreadsheet of the students and follows up on missing forms via the classroom teacher and phone calls. Forms are distributed via the backpack or in person and the ESL teacher follows up daily. After forms are collected and reviewed, they are stored securely in a locked filing cabinet in the main office designated for all matters pertaining to LAP, Title I and Title III. Parents who select programs not currently available at the school are informed that the program is currently not available, but will be contacted should the program become available.
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.  
LAB-R and Spanish LAB results are reviewed by the ESL teacher to determine eligibility and proficiency level. In addition to assessment results, all parent selection forms are reviewed to determine placement in the instructional program. Parents are given Placement Letters that are made available in their native language indicating the program their child was placed in according to LAB-R results and their parent selection. In addition, communication with parents/guardians is conducted with the support of over-the-phone translation and interpretation services provided by NYC Department of Education. Oral interpretation is offered to native Spanish speakers by the ESL Teacher/Testing Coordinator. Parents are informed that the program is for the entire academic year and that results from the New York State English as a Second Language Achievement Test (NYSESLAT) administered in the spring will determine continued eligibility. Students are grouped according to grade and proficiency level in our ESL program. The ESL program is the only ELL program available at our site at this time.
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.  
The ESL teacher prints an ATS report that indicates all of the students eligible for testing in the NYSESLAT during the current school year. A spreadsheet/table is created to identify all eligible students by grade. The different sections are also identified on the spreadsheet/table and checked off when a student has completed that assessment portion. The spreadsheet/list is reviewed daily during the testing window for accuracy.
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 the Parent Surveys and Program Selection Forms from the past few years, the trend in program choices has been the ESL Program. Data shows that 100% of of ELL parents/guardians choose the ESL Program and this is the program that has been continually offered. The program model is consistently aligned with parent/guardian request.

## 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 order to meet the linguistic needs of our English Language Learners, as well as comply with parental choice and CR Part 154. P.S. 124 provides English as a Second Language instruction through push-in and pull-out models to all eligible students. Students are grouped according to their level of proficiency and grade.

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

3. 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.

Science and social studies content are integrated through ELA instruction at all proficiency and grade levels. The scope and sequence is followed on each grade level for these content areas. Teachers also align the Common Core Learning Standards with New York State ESL Standards. Visuals to improve vocabulary knowledge are used in science and social studies instruction. Mathematics is addressed through literature and practical scenarios, such as using money to purchase ingredients in cooking projects, in addition to learning to measure while following recipes. A school-wide initiative is infusing vocabulary and higher order thinking following the work of Benjamin Bloom and using problem solving to improve content knowledge in mathematics. This has proven especially beneficial and effective with ELLs since vocabulary building and practical scenarios build on prior knowledge, provide comprehensible input, and afford them the opportunity to demonstrate understanding in multiple ways. Instructional materials available to ELLs include multilingual dictionaries, dual language books and native language books, translation web sites and the use of a buddy system. Newcomers are provided with an environment that encourages oral development and opportunities to express understanding or to ask for clarification. All content instruction is delivered in English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs who have a Home Language Identification Survey indicating Spanish are assessed with the Spanish LAB-R if they are determined to be eligible for services according to the LAB-R. The Spanish LAB-R is only administered once for those students identified and is used to simply to assess the student in their native language. The ESL program does not provide native language instruction in any of the representative languages at P.S. 124.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here:
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).

Students with interrupted formal education receive 360 minutes of ESL instruction with from a certified ESL teacher, participate in all school enrichment programs in the arts, participate in the early morning intervention program twice a week with a focus on letter identification, oral language development and basic interpersonal communication skills and are assigned a buddy who speaks the native language for translations, social interactions during non-instructional times; recess and lunch, acclimating to the new school environment. Pedagogues are assigned to work with the targeted SIFE students during the early morning intervention program and are selected in a manner where the dominant language of the SIFE student corresponds to the Second or Native language of the pedagogue.

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

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

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

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

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

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

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

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

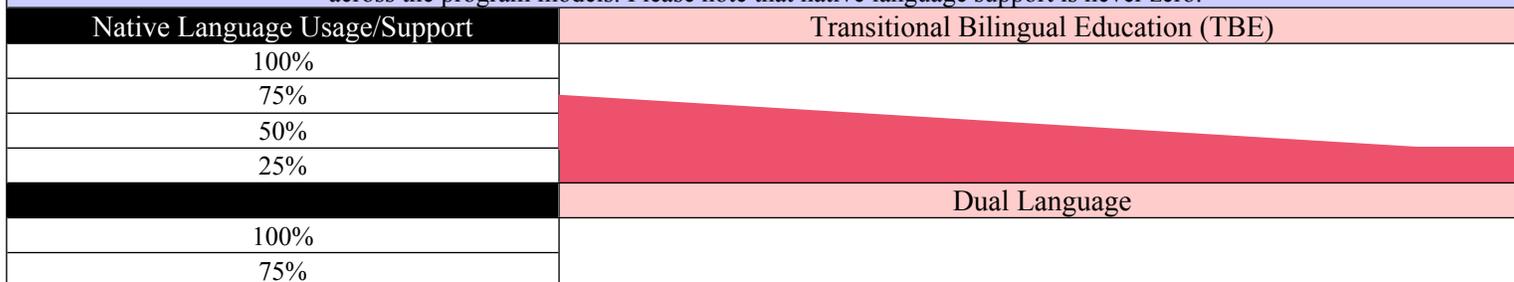
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

Targeted intervention for ELLs in grades 3-5 include science intervention (1x a week), reading and mathematics intervention (2x a week). All are provided during the school day in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

New programs of improvements for the upcoming school year include the continued alignment of Common Core Standards to ESL methodologies to further support our ELLs. Scaffolding for our ELLs in all grade and proficiency levels will continue in all classrooms. Technology in the classroom and the use of technology as a resource by the teachers will also continue with the use of laptops, the Smartboard and document cameras for instruction. Parent meetings and workshops will also continue this academic year as well as workshops in literacy, mathematics, ARIS training and information session on NYSESLAT, ELA, math and science state assessments.

12. What programs/services for ELLs will be discontinued and why?

Saturday Academy will be discontinued due to funding and ESL certified staff availability.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students participate in the various school programs through scheduling. The Title III ESL After School Program will be the only supplemental program available to ELLs during the 2013-14 school year. There are no other supplemental programs being offered during after school hours.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

Paste response to questions here:

## 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.

Profesional development activities regarding second language acquisition strategis support and inform continued communication between the ESL teacher and general education, special education and related services teachers and providers. The ESL teacher participates in grade meetings and planning session with school staff. IN addition, an ELL study group has been implemented to further support and idiscuss ELL strategies and methodologies theachers can use in their general education and special education classes.

#### **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?

Paste response to questions here:

#### **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: Silas B. Dutcher

School DBN: 15K124

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Annabell Martinez	Principal		12/2/13
	Assistant Principal		1/1/01
Donna Maxil`	Parent Coordinator		12/2/13
Jeannie Villavicencio	ESL Teacher		12/2/13
Melissa Camacho	Parent		12/2/13
Erika Toledo/Reading Recovery	Teacher/Subject Area		12/2/13
Amy Plica/Grade 1	Teacher/Subject Area		12/2/13
Karen Lane/Literacy	Coach		12/2/13
	Coach		1/1/01
Joanne Manna	Guidance Counselor		12/2/13
Cynthia J. Felix	Network Leader		12/2/13
Andrea Deliso	Other <u>Related Service</u> <u>Prov</u>		12/2/13
	Other		1/1/01
	Other		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: 15K124 School Name: Silas B. Dutcher

Cluster: 6 Network: 612

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

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

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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.

Analysis of the following:

- a. ATS Reports of ethnic survey
- b. Home Language Surveys
- c. Emergency Blue Cards
- d. Learning Environment Parent Surveys

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.

The findings concluded that:

- \* 17% of our families needed Mandarin translations in written and oral form.
- \* 3.5% of our families needed Arabic translations in written and oral form,
- \* 23 % of our families needed Spanish translations in written and oral form.

- Findings were reported to School Leadership Team Members and at PTA meetings.

## Part B: Strategies and Activities

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

\* Written translation services of annual documents, such as, School Handbook, Parent Compact and Parent Involvement Policy will be provided by the NYC DoE Translation and Interpretation Unit at the beginning of each school year.  
\* Translation of monthly documents, such as, school calendars, newsletters, PTA and SLT minutes, notices and fliers will be provided by school staff . Notices of high importance, such as safety procedures, that will be distributed to the entire school community will be translated by the Translation and Interpretation Unit.

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.

• In-House school staff: Translators are provided at workshops, PTA meetings, IEP meetings and during Parent Teacher Conferences.  
• Translation and Interpretation Unit: Translators used via phone services during registration process in addition to school staff, as needed and translators contracted during Parent-Teacher Conferences in the fall and spring.  
\* Outside vendors (The Big Word) will be used for Parent-Teacher Conferences during the Fall and Spring, specifically for Mandarin speaking families.

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>.

- Parent Coordinator phones Translation and Interpretation Department for over the phone translations for Mandarin.
- School has posted the availability of translation services in the main hallway, on the main office door, and under the plexiglass on main office counter.
- Bilingual school staff (paraprofessionals, teachers and administration) are made available for translations to assist teachers, IEP meetings, ELL parent workshops, Parent Teacher Conferences
- Bilingual staff members (Arabic and Spanish) assists PTA, workshop presenters, school staff and district officials with oral translation.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 19
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 0

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

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

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

The supplemental newcomer program will focus on the following instructional activities, including

### Part B: Direct Instruction Supplemental Program Information

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

The assessment preparation program will focus on test taking strategies, time management strategies, understanding the language of tests, using native language glossaries in addition to reading and comprehension strategies. The duration of the assessment preparation program will begin in November and run to May focusing on various assessments as they arrive. The program from December to January will focus on ELA preparation. The program from January to March will focus on Math preparation. The program from March to May will focus on Science and NYSESLAT preparation.

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

### Part C: Professional Development

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

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

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

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

**Part C: Professional Development**

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

**Part D: Parental Engagement Activities**

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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>	\$11,200	