



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 127 THE MCKINLEY PARK SCHOOL

DBN (i.e. 01M001): 20K127

Principal: AGATHA ALICANDRO

Principal Email: AALICANDRO@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

Network Leader: JULIA BOVE

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
Agatha Alicandro	*Principal or Designee	
Mary Jane Egan	*UFT Chapter Leader or Designee	
Jennifer Reinhart	*PA/PTA President or Designated Co-President	
Catherine Boutsikakis		
Maria Martinez	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	
Constance Sciolto	Member/ Payroll Secretary	
Karen Doherty	Member/ Teacher	
Jennifer Epstein	Member/ Teacher	
Shoshana Urbina	Member/ Parent	
George Andrinopoulos	Member/ Parent	
Rosemarie Arbeeney	Member/ Parent	
Diane Chan	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of all the students in Grades K-5 will have completed two Common Core-aligned mathematical tasks in which they will engage in cognitively demanding mathematical tasks that require them to demonstrate their fluency, application, and conceptual understanding. As a result, 75% of all students in Grades K-5 will show growth in the application and how they address all of the aspects of the task using sound mathematical procedures.

Rubrics aligned to the Common Core mathematical practices will be used to assess students' perseverance in solving problems, mathematical reasoning, constructing viable arguments, attending to precision, and making use of structure. Students will show an increase by at least one level from the Fall to the Spring performance task.

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.

As we continue to implement the New York State Common Core Learning Standards and the Instructional Shifts, it is our goal to prepare all students, including students with disabilities and English Language Learners to be college and career ready. Through ongoing collaborative planning and professional development, teacher teams will continue to further align their instructional practices with the Common Core Learning Standards. All students will be engaged in the performance tasks utilizing UDL model for multiple entry point access which will enable students to demonstrate the knowledge and skills necessary for mastery across the grade levels. Through the phases of each lesson, teachers will exhibit their skill in questioning and discussion techniques. Completion of two Common Core-aligned performance tasks from the GO Math! program will expose students to critical areas for their specific grade in order for them to master the eight mathematical practices.

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. Planning/Preparation and Designing Instruction:

- Teachers differentiate instruction to meet the needs of varied learners.
- Students are grouped into tiers based on teacher observations through the *Show What You Know* and *Checked Problems*.
- In addition, teachers also use assessment data to work with students in groups accordingly.
- Teacher teams meet weekly to review, analyze, and develop small group instructional strategies to support the students' needs.

2. Response to Intervention:

- The Response to Intervention (RTI) team continues to support the classroom teachers on applying a three-tiered model of intervention.
- Teachers use a checklist and tracking sheet to document tiered instruction.
- RTI meetings are scheduled bi-weekly.
- Special Education Support Teachers and Teachers of English Language Learners collaborate with classroom teachers to plan targeted instruction in areas of need.
- Teachers utilize multiple learning modalities to engage students and enhance the effectiveness of activities.
- Learning Leaders consistently work with identified students to provide additional support in specified areas.

3. Professional Development:

- Teachers attend professional development on topics related to teacher planning and preparation, curriculum mapping, Universal Design for Learning, Response to Intervention, data analysis, accountable talk, high levels of questioning, higher order thinking strategies, and the implementation of Math performance tasks to meet the Citywide expectations.
- Designated staff members are identified as Math Ambassadors, attend a series of meetings that are provided by the network (N602), and turnkey to the staff.
- The Achievement Coach from N602 provides ongoing support to ensure that our goals are being met.

- The Instructional Coach meets weekly during professional development periods to support the planning of instruction aligned to the standards and shifts.

4. Teacher effectiveness Framework/Danielson Rubric:

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

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

1. Planning/Preparation and Designing Instruction:

- Classroom teachers (General Education and Special Education)
- Cluster teachers (Teachers of Social Studies, Science, Music, Art, Physical Education)

2. Response to Intervention:

- 2 ESL teachers
- 2 Special Education Support Teachers
- AIS Provider
- Data Specialist
- Learning Leaders

3. Professional Development:

- Instructional Coach
- Network Personnel (N602)

4. Teacher effectiveness Framework/Danielson Rubric:

- Administration (Principal and Assistant Principal)

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

1. Planning/Preparation and Designing Instruction:

- Rubrics aligned to the Common Core mathematical practices will be used to assess the mathematical tasks.

2. Response to Intervention:

- GO Math! Assessments are used for grouping and planning next steps.
- Bookmarks of Mathematical Practices are used to gauge the student's understanding of the tasks.
- The student work products will be evidence of student performance and progress.
- A tracking sheet will be used to monitor each student's progress from the Fall to the Spring performance tasks.

3. Professional Development:

- Professional Development will be adjusted according to the results of student progress
- Small groups, individual teachers will be worked with in order to achieve maximum student progress

4. Teacher effectiveness Framework/Danielson Rubric:

- Short rounds of actionable feedback will be provided for teachers to improve their practice according to their selection option
- Feedback trends and strengths will be noted so as to adjust Professional Development, topics and methods of delivery
- Levels of proficiency on the Danielson Rubric will be noted for observable teacher improvement in targeted areas

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

1. Timeline for implementation is September 2013 through June 2014.
2. Timeline for implementation is September 2013 through June 2014.
3. Timeline for implementation is September 2013 through June 2014.
4. Timeline for implementation is September 2013 through June 2014.

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

1. Planning/Preparation and Designing Instruction:

- Lessons to support the performance tasks will take place in the classroom setting during the math block.
- Teacher teams meet weekly on Wednesday afternoons from 2:40 – 3:30 pm.

2. Response to Intervention:

- The Response to Intervention team meets every other Tuesday from 1:50 – 2:35 pm.
- Classroom teachers meet with support staff during their common preps.
- The Data Specialist uses designated periods for data collection and analysis.
- A schedule for Learning Leaders has been created according to the students’ academic areas of need and each class’ program.

3. Professional Development:

- All teachers receive a weekly professional development period to consistently support and enhance teachers’ content knowledge and pedagogical skill.
- Network 602 provides ongoing support for classroom teachers, support staff, and administration.

4. Teacher effectiveness Framework/Danielson Rubric:

- Administration collaborates with the school community to promote school-based strategies that engage students in rigorous instructional tasks.

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).

A Parent handbook has been created for parents to familiarize themselves with school policies and procedures.

Parents have been trained on how to use on-line resources such as, ARIS Parent Link, ThinkCentral, and eChalk.

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

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

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

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

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

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

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

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

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

Budget and Resource Alignment

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

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

Other: School Support Supplement and OTPS

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of all the students in Grades K-5 will have completed two Common Core-aligned literacy tasks embedded in well-crafted instructional units in Science and Social Studies. As a result, 70% of all students in Grades K-5 will show growth in their expression of ideas or use of supporting evidence, opinions and arguments in their writing. Common Core-aligned rubrics will be used to assess student writing in the areas of meaning, structure, details, voice, and writing conventions. Students will show an increase by at least one level from the Fall to the Spring performance task.

In addition, Cluster teachers will also engage students in two Common Core-aligned performance tasks in their content areas.

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.

As we continue to implement the New York State Common Core Learning Standards and the Instructional Shifts, it is our goal to prepare all students, including students with disabilities and English Language Learners to be college and career ready. Through ongoing collaborative planning and professional development, teacher teams will continue to further align their instructional practices with the Common Core Learning Standards. All students will be engaged in the performance tasks utilizing UDL model for multiple entry point access which will enable students to demonstrate the knowledge and skills necessary for mastery across the grade levels. Through the phases of each lesson, teachers will exhibit their skill in questioning and discussion techniques. Completing nonfiction units of study with a culminating performance task will expose students to more complex texts in order to build knowledge and academic vocabulary.

Instructional Strategies/Activities

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

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

1. Using data to drive instruction:

- Teachers differentiate instruction to meet the needs of varied learners. Students are grouped based on teacher observations, reading and writing conferences, and assessment data.
- Teacher teams meet weekly to review, analyze, and develop small group instructional strategies to support the units of study.

2. Response to Intervention:

- The Response to Intervention (RTI) team continues to support the classroom teachers on applying a three-tiered model of intervention. Teachers use a checklist and tracking sheet to document tiered instruction. RTI meetings are scheduled bi-weekly.
- Special Education Support Teachers and Teachers of English Language Learners collaborate with classroom teachers to plan targeted instruction in areas of need.
- Teachers utilize multiple learning modalities to engage students and enhance the effectiveness of activities.
- Learning Leaders consistently work with identified students to provide additional support in specified areas.

3. Professional Development:

- Teachers attend professional development on topics related to teacher planning and preparation, curriculum mapping, Universal Design for Learning, Response to Intervention, data analysis, accountable talk, high levels of questioning, higher order thinking strategies, and the implementation of ELA performance tasks to meet the Citywide expectations.
- Designated staff members are identified as ELA Ambassadors, attend a series of meetings that are provided by the network (N602), and turnkey to the staff.

- The Achievement Coach from N602 provides ongoing support to ensure that our goals are being met.
- The Instructional Coach meets weekly during professional development periods to support the planning of instruction aligned to the standards and shifts.

4. **Teacher effectiveness Framework/Danielson Rubric:**

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

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

1. Using data to drive instruction:

- Classroom teachers (General Education and Special Education)
- Cluster teachers (Teachers of Social Studies, Science, Music, Art, Physical Education)
- 2 ESL teachers
- 2 Special Education Support Teachers

2. Response to Intervention:

- AIS Provider
- Data Specialist

3. Professional Development:

- Instructional Coach
- Learning Leaders
- Network Personnel (N602)

4. Teacher effectiveness Framework/Danielson Rubric:

- Administration (Principal and Assistant Principal)

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

1. Using data to drive instruction:

- Common Core-aligned rubrics will be used to assess student writing.
- Checklists will be used by students to self-assess.
- Students will complete self-reflection sheets.
- The student work products will be evidence of student performance and progress.
- Publishing parties will demonstrate and highlight the completed work.

2. Response to Intervention:

- A tracking sheet will be used to monitor each student's progress from the Fall to the Spring performance tasks.

3. Professional Development:

- Evidence of PD utilization will be seen during short rounds of observations.
- PD topics will be adjusted and modified according to teacher needs.

4. Teacher effectiveness Framework/Danielson Rubric:

- Administrators will track the evidence of goals through feedback offered after short rounds of observations.
- PD topics will be adjusted and modified according to teacher needs.

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

1. Timeline for implementation is September 2013 through June 2014.
2. Timeline for implementation is September 2013 through June 2014.
3. Timeline for implementation is September 2013 through June 2014.

4. Timeline for implementation is September 2013 through June 2014.

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

1. Using data to drive instruction:

- The Data Specialist uses designated periods for data collection and analysis.
- Lessons to support the performance tasks will take place in the classroom setting during the literacy block.
- Teacher teams meet weekly on Wednesday afternoons from 2:40 – 3:30 pm.

2. Response to Intervention:

- The Response to Intervention team meets every other Tuesday from 1:50 – 2:35 pm.
- Classroom teachers meet with support staff during their common preps.
- A schedule for Learning Leaders has been created according to the students' academic areas of need and each class' program.

3. Professional Development:

- All teachers receive a weekly professional development period to consistently support and enhance teachers' content knowledge and pedagogical skill.
- Network 602 provides ongoing support for classroom teachers, support staff, and administration.

4. Teacher effectiveness Framework/Danielson Rubric:

- Administration collaborates with the school community to promote school-based strategies that engage students in rigorous instructional tasks.

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).

A Parent handbook has been created for parents to familiarize themselves with school policies and procedures.

Parents have been trained on how to use on-line resources such as, ARIS Parent Link, ThinkCentral, and eChalk.

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

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

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

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

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

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

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

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

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

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

Budget and Resource Alignment

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

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

Other: School Support Supplement and OTPS

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of all students will be assessed using the various segments from the Diagnostic Assessment component of the GO Math! assessment guide which includes a Pre-requisite Skills Inventory and the Beginning-Middle-End of year tests. The data will be tracked and used to guide targeted instruction which will lead to an overall 10% increase in students' math performance from the Beginning to the End of the year as demonstrated through the assessment component of GO Math!

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 move students toward meeting higher standards, instruction will continue to be aligned to the Common Core Standards, and the new Core Curriculum GO Math! program will be implemented in all classrooms. A new data tracking system needed to be created to monitor student performance and look for evidence of growth and gaps. Various assessments will be used to analyze students' levels of mastery of the Common Core Standards, understanding of the Instructional Shifts in Mathematics, and the application of Mathematical Principles. Adjustments in instruction will result from data analysis.

Instructional Strategies/Activities

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

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

1. Collaborative Teams:

- Teacher teams have discussed the many options that the GO Math! program offers in order to assess and evaluate students' performance.
- An assessment plan has been developed and a tracking sheet has been created to effectively monitor each student's performance from the Beginning-Middle-End of year tests.
- Teachers use the results of each assessment to plan for learning experiences that engage students with grade-level content in ways that connect to and reinforce prior knowledge.
- Differentiated instruction is used to meet the needs of varied learners. Teachers utilize five tiers of instruction for every lesson, including standard lessons, three levels of intervention for students who struggle, and enrichment materials for students who are ready to go beyond the standard lesson.
- Students are grouped accordingly based on assessment data as well as teacher observations from the *Show What You Know* and *Checked Problems*.
- Interactive whiteboard activities are utilized as a digital path for students to access content at appropriate levels of depth and rigor.
- Teacher teams continue to meet weekly to review, analyze, and develop small group instructional strategies to support the students' needs.

2. Response to Intervention:

- The Response to Intervention (RTI) team continues to support the classroom teachers on applying a three-tiered model of intervention. Teachers use a checklist and tracking sheet to document tiered instruction. RTI meetings are scheduled bi-weekly.
- Special Education Support Teachers and Teachers of English Language Learners collaborate with classroom teachers to plan targeted instruction in areas of need.

- Teachers utilize multiple learning modalities to engage students and enhance the effectiveness of activities.
- Learning Leaders consistently work with identified students to provide additional support in specified areas.

3. Professional Development:

- Teachers attend professional development on topics related to teacher planning and preparation, curriculum mapping, Universal Design for Learning, Response to Intervention, data analysis, accountable talk, high levels of questioning, higher order thinking strategies, and the implementation of the many components and resources of the new GO Math! program.
- Designated staff members are identified as Math Ambassadors, attend a series of meetings that are provided by the network (N602), and turnkey to the staff.
- The Achievement Coach from N602 provides ongoing support to ensure that our goals are being met.
- The Instructional Coach meets weekly during professional development periods to support the planning of instruction aligned to the standards and shifts.

4. Teacher Effectiveness Framework/Danielson Rubric

- The Administration collects the GO Math! data folders three times a year to monitor individual student performance and progress.
- The Administration regularly meets with teachers to discuss their instructional decisions as they plan to move students toward meeting the standards.
- The Administration conducts frequent cycles of classroom visits to provide actionable feedback and professional development aligned to Danielson's Framework for Teaching and the Common Core.

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

1. Collaborative Teams:

- Classroom teachers (General Education and Special Education)
- Cluster teachers (Teachers of Social Studies, Science, Music, Art, Physical Education)
- 2 ESL teachers
- 2 Special Education Support Teachers

2. Response to Intervention:

- AIS Provider
- Data Specialist
- Classroom teachers
- Learning Leaders

3. Professional Development:

- Instructional Coach
- Network Personnel (N602)
- Staff developers from Houghton Mifflin Harcourt

4. Teacher Effectiveness Framework/Danielson Rubric:

- Administration (Principal and Assistant Principal)

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

1. Collaborative Teams:

- An assessment plan will provide a blueprint with clear expectations for staff, parents, and students.
- GO Math! Assessments are being administered and results are being analyzed to plan for next steps.
- Data analysis guides teachers to better address the individual needs of their students.

2. Response to Intervention:

- A tracking sheet has been created and is used to monitor each student's progress from the Beginning-Middle-End of the year assessments.
- Data folders are collected and reviewed by administration three times a year.

- Bookmarks of Mathematical Practices are used to gauge the student's understanding of the tasks, questions, and discussions.
- Student work products are being used as evidence of student performance and progress.

3. Professional Development:

- Evidence of PD utilization will be seen during short rounds of observations
- PD topics will be adjusted and modified according to teacher needs

4. Teacher Effectiveness Framework/Danielson Rubric:

- Evidence of effective planning and preparation will be noted by using Danielson Rubric and tracking progress in feedback results

• Timeline for implementation and completion including start and end dates

1. Timeline for implementation is September 2013 through June 2014.
2. Timeline for implementation is September 2013 through June 2014.
3. Timeline for implementation is September 2013 through June 2014.
4. Timeline for implementation is September 2013 through June 2014.

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

1. Collaborative Teams:

- Lessons to support the tiered instructional activities and task will take place in the classroom setting during the math block.
- Teacher teams meet weekly on Wednesday afternoons from 2:40 – 3:30 pm.
- The Response to Intervention team meets every other Tuesday from 1:50 – 2:35 pm.
- Classroom teachers meet with support staff during their common preps.
- The Data Specialist uses designated periods for data collection and analysis.

2. Response to Intervention:

- A schedule for Learning Leaders has been created according to the students' academic areas of need and each class' program.

3. Professional Development:

- All teachers receive a weekly professional development period to consistently support and enhance teachers' content knowledge and pedagogical skill.
- Parent Workshops have been scheduled to become familiar with the components of the GO Math! program, receive access to the on-line resources, and learn ways to reinforce the mathematical practices at home.
- Network 602 provides ongoing support for classroom teachers, support staff, and administration.

4. Teacher Effectiveness Framework/Danielson Rubric:

- Administration collaborates with the school community to promote school-based strategies that engage students in rigorous instructional tasks.

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).

A Parent handbook has been created for parents to familiarize themselves with school policies and procedures.

Parents have been trained on how to use on-line resources such as, ARIS Parent Link, ThinkCentral, and eChalk.

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

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

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

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

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

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

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

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

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

Budget and Resource Alignment

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

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

School Support Supplement and OTSP

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.

By June 2014, 100% of the teaching staff will utilize the resources from the Journeys Common Core Writing Handbook 2014 to enhance their instruction in writing in order for the Instructional Shifts and Citywide Instructional Expectations to be met, which will be evidenced in lesson plans, and short cycles of observation.

Comprehensive Needs Assessment

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

As a result of the "Core Curriculum Review Feedback" presented by Houghton Mifflin and the Department of Education concerning the Journeys alignment to the Common Core, all staff members needed to examine the responses and considerations suggested. We identified the need to revise and supplement the current Journeys writing component of the program. Adjustments to the instruction of the writing genres using the various components of the Journeys 2014 Gateway need to be made in order to prepare our students to meet the intent and rigor of the Common Core Standards.

Instructional Strategies/Activities

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

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

1. Using Data to adjust Instruction:

- Staff analyzed the "Core Curriculum Review Feedback" to identify areas in need of revisions.
- Supplementing the writing instruction aligned to the Common Core standards and presenting a stronger alignment has been recognized as an instructional focus.
- Principals and their instructional teams, who have the Journeys program, met with members of Network 602 to discuss the inconsistent alignment to the writing standards and plan how to address the challenges.
- Teacher teams meet weekly to review, analyze, and develop whole group and small group instructional strategies to support the units of study in writing using the Journeys 2014 Gateway component.

2. Response to Intervention:

- The Response to Intervention (RTI) team continues to support the classroom teachers on applying a three-tiered model of intervention. Teachers use a checklist and tracking sheet to document tiered instruction. RTI meetings are scheduled bi-weekly.
- Special Education Support Teachers and Teachers of English Language Learners collaborate with classroom teachers to best prepare students to write effectively.
- Teachers utilize multiple learning modalities to engage students in the learning progressions expected by the Common Core Standards.
- Learning Leaders consistently work with identified students to provide additional support.

3. Professional Development:

- Teachers attend professional development on topics related to the purposes and forms of writing, teacher planning and preparation, curriculum mapping, use of student data to set goals, high levels of questioning, higher order thinking strategies, and ongoing professional development provided by Houghton Mifflin Harcourt focusing on the changes to the Journeys Program in order and incorporating the Journeys 2014 Gateway, in order to meet the Citywide expectations.
- Designated staff members are identified as ELA Ambassadors, attend a series of meetings that are provided by the network (N602), and turnkey to the staff.
- The Achievement Coach from N602 provides ongoing support to ensure that our goals are being met.
- The Instructional Coach meets weekly during professional development periods to support the planning of instruction aligned to the standards and shifts.

4. Teacher Effectiveness Framework/Danielson Rubric:

- The Administration regularly meets with the instructional team as well as the teacher teams.
- The Principal and Assistant Principal conduct frequent cycles of visitation to classrooms, monitor the alignment to grade level rigor, support teachers by providing feedback, and plan professional development.

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

1. Using Data to adjust Instruction:

- Classroom teachers (General Education and Special Education)
- Cluster teachers (Teachers of Social Studies, Science, Music, Art, Physical Education)
- 2 ESL teachers
- 2 Special Education Support Teachers

2. Response to Intervention:

- AIS Provider
- Data Specialist
- Instructional Coach
- Administration (Principal and Assistant Principal)
- Learning Leaders

3. Professional Development:

- Network Personnel (N602)
- Instructional Coach
- Lead teachers
- Staff developers from Houghton Mifflin Harcourt

4. Teacher Effectiveness Framework/Danielson Rubric:

- Administration utilizes Danielson Rubric to ascertain rigor in instructional practices

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

1. Using Data to adjust Instruction:

- The protocol for Surfacing Gaps will be utilized to analyze student work, identify points of alignment with the Common Core Standards, surface gaps, and consider

implications for teacher planning and preparation.

- Curriculum maps that reflect the revisions to the writing component of the Journeys program will show a stronger alignment to the Writing standards.
- Common Core-aligned rubrics will be used to assess student writing.

2. Response to Intervention:

- Checklists will be used by students to self-assess.
- Students will complete self-reflection sheets.
- The student work products will be used as evidence of student performance and progress.
- Process boards will demonstrate the learning progression across grades and within grades..
- Publishing parties will highlight the instruction and application of each required writing mode (opinion, narrative, and informative/explanatory).

3. Professional Development:

- Continued support will be offered for argumentative writing using several resources and citing evidence to support claims
- How to create and utilize throughout the lesson levels of questioning, higher order thinking strategies,

4. Teacher Effectiveness Framework/Danielson Rubric:

- Administration utilizes Danielson Rubric ongoing to ascertain rigor in instructional practices

• Timeline for implementation and completion including start and end dates

1. Timeline for implementation is September 2013 through June 2014.
2. Timeline for implementation is September 2013 through June 2014
3. Timeline for implementation is September 2013 through June 2014
4. Timeline for implementation is September 2013 through June 2014

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

1. Using Data to adjust Instruction:

- Lessons to support the revisions to the writing program, units of study, and performance tasks will take place in the classroom setting during the literacy block.
- Teacher teams meet weekly on Wednesday afternoons from 2:40 – 3:30 pm.

2. Response to Intervention:

- Response to Intervention team meets every other Tuesday from 1:50 – 2:35 pm.
- Classroom teachers meet with support staff during their common preps.
- The Data Specialist uses designated periods for data collection and analysis.

3. Professional Development:

- A schedule for Learning Leaders has been created according to the students' academic areas of need and each class' program.
- All teachers receive a weekly professional development period to consistently support and enhance teachers' content knowledge and pedagogical skill.
- Support and professional development from Houghton Mifflin Harcourt on ways to implement the Journeys 2014 Gateway into our current Journeys program is ongoing.
- Network 602 provides continuous support for classroom teachers, support staff, and administration.

4. Teacher Effectiveness Framework/Danielson Rubric:

- Administration collaborates with the school community to promote school-based strategies that engage students in rigorous instructional tasks.

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).

A Parent handbook has been created for parents to familiarize themselves with school policies and procedures.

Parents have been trained on how to use on-line resources such as, ARIS Parent Link, ThinkCentral, and eChalk.

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

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

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

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

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

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

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

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

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

Budget and Resource Alignment

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

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

School Support Supplement and OTPS

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

• Key personnel and other resources used to implement each strategy/activity
1.
• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
• Timeline for implementation and completion including start and end dates
1.
• Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	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.											

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Programs/Strategies used are as follows: Early Success, Recipe for Reading, Wilson, Great Leaps, Lindamood Bell, Foundations, Leveled Literacy Intervention, Journeys Write-In Readers, Orton-Gillingham techniques, strategy grouping, peer tutoring, repeated readings, interactive writing, SMARTBoard lessons, multi-sensory based methodologies, differentiated small group instruction, extended day, and morning test prep.	Small group (pull-out/push-in) One-to-one	Before school day During the school day Extended day After the school day
Mathematics	Programs/Strategies used are as follows: Everyday Math games and extension activities, Math Steps, GO Math! on-line supports, strategy grouping, peer tutoring, SMARTBoard lessons, multi-sensory based methodologies, differentiated small group instruction, extended day, and morning test prep..	Small group (pull-out/push-in) One-to-one	Before school day During the school day Extended day After the school day
Science	ELA AIS programs include: non-fiction and science based literature.	Small group (pull-out/push-in) One-to-one	Before school day During the school day Extended day

			After the school day
Social Studies	ELA AIS programs include: non-fiction and historical literature.	Small group (pull-out/push-in) One-to-one	Before school day During the school day Extended day After the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk services include: One-to-one or small group counseling which focuses on specific social emotional skills/goals (anger management and conflict resolution), modeling, engaging in educational games, role-playing, illustrating and writing activities, group discussions, reading storybooks, using SMARTBoard activities, implementing the Competent Kids Caring Classrooms (CKCC) program, and participating in Open Airways discussions.	Small group (pull-out/push-in) One-to-one Whole Class (when appropriate)	During the school day

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

4. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

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

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

The analysis of multiple data resources such as informal and formal observations, scores on the state exams, student work products, etc. as well as teacher qualifications and expertise assist the administration when making organizational decisions.

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

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).

All staff members complete an Interest Survey which indicates the types of professional development they would like to attend.

All staff members set goals and create actions plans. The members of the staff meet with the administration three times a year to discuss the goals that have been set.

From informal and formal observations, areas in need of improvement are noted. Staff members who have common components that need to be strengthened are grouped together and provided targeted professional development.

Teachers have at least two weekly common grade-wide preparation periods to meet and plan together. A sixth prep is scheduled for all staff members and designated as a weekly professional development period.

Teacher team meetings, grade meetings, and instructional team meetings involve planning instruction, looking at student work, refining curriculum, and receiving professional development.

Inter-visitations are set up for teachers to learn from one another and refine their instructional practices.

Ongoing professional development is offered for teachers and administration by the network (N602).

Staff members work with staff developers from Houghton Mifflin Harcourt to enhance instruction from the ELA (Journeys) and Math (GO Math!) programs.

Staff members who attend workshops complete a Professional Development Experience Sheet. Administration collects it and plans the time for turn-key sessions.

Professional development opportunities for staff members are extensive and numerous which insures that every teacher is continuously highly qualified.

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.).

We currently do not have Students in Temporary Housing. However, we do have families with a “Doubled Up” housing status and have set Title I School-wide Program (SWP) funding aside for implementing educational services, providing resources for the identified needs of each child, and promoting their academic progress.

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

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

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.).

Parents/Guardians of children who are new to our school meet with the Parent Coordinator to discuss essential data about the school and tour the school building. They register during the registration period and receive an acceptance letter along with our School Brochure. They are informed about our school website which will provide them with additional resources along with necessary information such as school hours, arrival/dismissal procedures, supply lists, etc. A “Meet and Greet” Breakfast along with an Orientation with the Teachers, Administration, Parent Coordinator, and the PTA Executive Board is scheduled for the first day of school. The first day of school for our Kindergarten children is a half day which helps transition them from a half day to a full day of school. If further accommodations are needed for individual students, the support team assists by creating a Transition Plan which may allow a child to gradually assimilate to the demands of Kindergarten.

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.

In order to be prepared to select the measures of student learning (MOSL) for the new teacher evaluation system, MOSL team members attended city-wide professional development during the summer. Administration and the MOSL team met before the

school year began to discuss current assessments utilized throughout the building. Data analysis was used to inform our decisions for the MOSL selections throughout the school community. The findings and final decisions were discussed and communicated with the staff. Teachers of grades 3 and 4, the testing team, and the Science cluster teacher received professional development on the administration and scoring of the NYC Baseline Assessments in ELA, Math, and Science. Teachers were given additional preparation periods for support.

Our ELA and Math programs have a variety of embedded assessments which the teachers administer to gather data on student performance as well as monitor their progress. Data folders are utilized to track students three times a year and used as a communicative tool with administration.

Fountas and Pinnell running records are administered to identify individual student's independent and instructional reading levels. Teachers analyze the running records and use miscue analysis to address the needs of individual students.

Performance Tasks have been developed by all teachers which will be administered to all students in grades K-5 twice a year (Fall and Spring). The tasks will engage the students in rigorous activities which will enable them to demonstrate the knowledge and skills necessary for mastery across the grade levels.

Ongoing professional development takes place during weekly professional development periods, grade level meetings, and teacher team meetings in order to analyze data, identify trends, and plan for future instruction.

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

The Parent Involvement Policy has been adopted by P.S. 127 and will be in effect for the period of September 2013 to June 2014. This policy will be distributed to the parent community.

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 20	Borough Brooklyn	School Number 127
School Name P.S. 127		

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 Agatha Alicandro	Assistant Principal Kerry Quaglione
Coach Toni Ann Laudicina	Coach
ESL Teacher Caroline Nicolosi	Guidance Counselor
Teacher/Subject Area Nedaa Dari/ESL Teacher	Parent Shoshana Urbina
Teacher/Subject Area Katherine Roumeliotis/Data	Parent Coordinator Rosann Vento
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	516	Total number of ELLs	102	ELLs as share of total student population (%)	19.77%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1		1	1	1								5
Push-In			2											2
Total	1	1	2	1	1	1	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	88	ELL Students with Disabilities	20
SIFE	1	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	88	0	13	13	0	6	1		1	102
Total	88	0	13	13	0	6	1	0	1	102

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	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	4	6	7	3	5	1								26
Chinese	11	7	5	4	1	1								29
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	1	0	0	0	0								1
Arabic	5	9	8	5	6	10								43
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	1	0	0								1
Other	0	1			1									2
TOTAL	20	24	20	13	13	12	0	0	0	0	0	0	0	102

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)	11	8	3	2	1	2								27

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)	0	9	11	3	5	2								30
Advanced (A)	9	7	6	8	7	8								45
Total	20	24	20	13	13	12	0	0	0	0	0	0	0	102

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	11	2	1	0	14
4	7	3	0	0	10
5	7	0	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	9		4		1		0		14
4	5		3		2				10
5	2		4		2		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	2		3		2		2		9
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.

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

In addition, our classroom teacher use Performance Tasks in ELA and Mathematics, Benchmark assessments through schoolnet in ELA and Mathematics, running records, conference notes and Wilson Foundations assessments to help diagnose the needs of our students. In grades 3-5 classroom teachers use additional assessment tools such as the CCLS –Aligned Fall and Spring Benchmarks .The Journeys unit and benchmark assessments in grades K-5 are used to accurately diagnose individual student needs in reading and measure progress during the course of the school year. In addition, GO Math ! assessments in grades K-5 are used to assess the math skills and instructional needs of individual students, offering tiered intervention strategies to use with students.

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

In the fall of 2013, we administered the LAB-R to our newly enrolled potential ELLs. After reviewing their HLIS and conducting interviews during the registration process, 29 students in Kindergarten, 7 students in Grade 1, 2 in Grade 2, in Grade 3, 2 in Grade Five were tested. In Kindergarten, 16 students scored below the cut score with 8 scoring in the beginner/intermediate range, and 8 scoring in the advanced range, and 13 in the proficient range. In grade 1, 4 students scored below the cut score in the beginner/Intermediate range, and 3 in the proficient. In grade 2, 1 student scored below the cut score in the Begi1 students scored in the Advanced range. In grade three, 1 student scored in beginner/intermediate range and 1 student scored in the proficient range. In grade five, 1 student scored in the beginner/intermediate range and 1 student scored within the advanced range. When reviewing the LAB-R data, we continue to notice a large concentration of ELLs in the lower grades and a smaller concentration in the upper grades. In the 2012-2013 school year, 18, or 18% of our entitled ELL students attained proficiency on the Spring 2013 NYSESLAT (1 kindergarten student, 4 grade one students, 3 grade two students, 3 grade three students, 3 grade four student, and 4 grade five students).

According to the results, out of the 25 kindergarten students who were administered the spring 2013 NYSESLAT - 8 or 32% scored on the beginning level, 9 or 36% scored on the Intermediate level, 7 or 28 % scored on the advanced level, and 1or 4% scored on the proficient level .

When analyzing the ELLs tested in grade 1, our students scored as follows: of 23 students 3 or 13% scored at the beginning level, 11 or 47% scored at the intermediate level, 6 or 26% scored at the advanced level, and 3 or 13% scored at the proficient level.

Sixteen (16) second grade ELLs were administered the NYSESLAT Spring 2013. 2 or 12% scored on the beginner level, 3 or 18% scored on the intermediate level, 8or 50% scored on the advanced level and 3 or 18% were proficient.

The NYSESLAT in grades 2-4 is different from Kindergarten and first grade with more challenging reading and writing tasks. The assessment was more sophisticated. We will continue to focus on developing their reading and writing skills by providing scaffolding and differentiated instruction. We are also using the ESL component to the Journeys language arts program used in their classrooms to provide additional reinforcement in the literacy skills they are working on.

In grade three, 16 ELL students were tested with the NYSESLAT (1 or 6% scored on the beginning level, 5 or 31% scored at the intermediate level, 7or 43% scored at the advanced level and 3or 18% scored on the proficient level. level, 40% scored at the advanced level and 55% at the proficient level. We plan to continue developing their reading and writing skills by providing scaffolded differentiated instruction. We will continue to focus on engaging our students in meaningful listening and speaking activities that are geared towards meeting the needs of our children. We will be using the ESL ccomponent to our Journeys language arts program and provide AIS support to our grade three ELLs who will be taking the ELA this coming spring. We will continue to

provide opportunities for literacy development in the various reading and writing genres. Students will participate in the extended day session and Title III after-school and Saturday programs when available.

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

In the fall of 2013 we administered the LAB-R to our newly enrolled potential ELLs. After reviewing their HLIS and conducting interviews during the registration process, 29 students in Kindergarten, 7 students in Grade One, 2 in Grade Two, in Grade Three, 2 in Grade Five were tested. In Kindergarten, 16 students scored below the cut score with 8 scoring in the beginner/intermediate range, and 8 scoring in the advanced range, and 13 in the proficient range. In grade One, 4 students scored below the cut score in the beginner/Intermediate range, and 3 in the proficient. In grade Two, 1 student scored below the cut score in the Beginner students scored in the Advanced range. In grade three, 1 student scored in beginner/intermediate range and 1 student scored in the proficient range. In grade five, 1 student scored in the beginner/intermediate range and 1 student scored within the advanced range. When reviewing the LAB-R data, we continue to notice a large concentration of ELLs in the lower grades and a smaller concentration in the upper grades. In the 2012-2013 school year, 18 or 18% of our entitled ELL students attained proficiency on the Spring 2013 NYSESLAT (1 kindergarten student, 4 grade one students, 3 grade two students, 3 grade three students, 3 grade four student, and 4 grade five students).

According to the results, out of the 25 kindergarten students who were administered the spring 2013 NYSESLAT - 8 or 32% scored on the beginning level, 9 or 36% scored on the Intermediate level, 7 or 28 % scored on the advanced level, and 1 or 4% scored on the proficient level .

When analyzing the ELLs tested in grade one, our students scored as follows: of 23 students tested 3 or 13% scored at the beginning level, 11 or 47% scored at the intermediate level, 6 or 26% scored at the advanced level, and 3 or 13% scored at the proficient level. Sixteen (16) second grade ELLs were administered the NYSESLAT Spring 2013. Two or 12% scored on the beginner level, 3 or 18% scored on the intermediate level, 8 or 50% scored on the advanced level and 3 or 18% were proficient. The NYSESLAT in grades 2-4 is different from kindergarten and first grade with more challenging reading and writing tasks. The assessment was more sophisticated. We will continue to focus on developing their reading and writing skills by providing scaffolding and differentiated instruction. We are also using the ESL component to the Journeys language arts program used in their classrooms to provide additional reinforcement in the literacy skills they are working on.

In grade three, 16 ELL students were tested with the NYSESLAT (1 or 6% scored on the beginning level, 5 or 31% scored at the intermediate level, 7 or 43% scored at the advanced level and 3 or 18% scored on the proficient level. level, 40% scored at the advanced level and 55% at the proficient level. We plan to continue developing their reading and writing skills by providing scaffolded differentiated instruction. We will continue to focus on engaging our students in meaningful listening and speaking activities that are geared towards meeting the needs of our children. We will be using the ESL component to our Journeys language arts program and provide AIS support to our grade three ELLs who will be taking the ELA this coming spring. We will continue to provide opportunities for literacy development in the various reading and writing genres. Students will participate in the extended day session and Title III after-school and Saturday programs when available.

Fifteen(15) fourth grade students were tested during the Spring 2013 NYSESLAT. The results were as follows: 2 or 13% scored at the beginning level 2 or 13% scored at the intermediate level, 8 or 53% scored at the advanced level and 3 or 20% scored at the proficient level. Eleven (11) fifth grade students were tested during the 2013 NYSESLAT. The results were as follows: 0 students scored at the beginner and intermediate level , 7 or 63% scored at the advanced level, and 6 or 36% tested out of ESL at the proficient level. We will continue to provide ELLs with opportunities for literacy development in various reading and writing genres. We will continually integrate listening and speaking activities in our ESL classrooms to encourage the use of content area vocabulary, and to promote better communicating skills. We will also provide additional support through our AIS program, participation in the extended day sessions.

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](#))

The 2013 NYSESLAT combined modality sets analysis breakdown has not been released by SED as of 12/5/13. We plan to continue developing ELL students' reading and writing skills by providing scaffolded differentiated instruction. In listening and speaking the majority of our students are advanced or proficient. We will continue to focus on engaging our students in meaningful listening speaking and listening activities that are geared towards the needs of our children. We will be using the ESL component to our Journeys language arts program and provide AIS support to our grade 3-5 students who are in need of extra support , and will be taking the ELA this upcoming spring. We will continue to provide opportunities for literacy development in the various reading and

writing genres. We will continually intergrate listening and speaking activities in our ESL classrooms to encourage the use of content area vocabulary, and to promote better communication skills.

As of November 8, 2013, the NYSESLAT score and modality breakdown (RNMR) accessed via ATS is unavailable.

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?
 - a- We noticed that majority of our ELL population who have been receiving the 0-3 years of ESL servcies, have shown growth in yearly proficiency levels. As our ELL's continue to receive more years of service, by the third- fourth year , they are less likely be be entitled for ESL services, because they have attained proficiency on all language modalities. Patterns have shown that, population of ELL's in the upper grades are lower than those in the lower grades. We would like to note that students that are stagnate in a proficiency level are usually those that are SWD, and our goal is to provide them with the support they need as per Individualized Education Plan.
 - b- Our school is currently not using the ELL Periodic Assessment, but will look into utlizing it in the future.
 - c- Not applicable to our school.
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.](#))

Our school collaboratively uses data (data from classroom assessments, data derived from Inquiry, NYS Performance Tasks, CCLS-Aligned Fall and Spring Benchmarks) when making instructional decisions that help meet the individual needs of students, including our ELL population. Our school is familiar with the data points available to help determine exactly which ones provide us with the information needed to serve our ELL students at-risk for academic difficulties. Members of our RTI team meet twice a month to address the needs of individual students and discuss strategies, various levels of interventions and instructional support in place for students at risk. Based on the NYCDOE RTI model, teachers develop and implement an individual intervention plan for 6-8 weeks, which includes evidence based, differentiated instruction to meet the ELL student's diverse needs. This instruction is focused on promoting language and literacy development. Following the 6-8 week cycle of Tier I intervention, the RTI team revisits and discusses the success of the Tier I interventions implemented for each student, and plan for next step. Students move into Tier II and Tier III if they demonstrate a need for more targeted and intensive academic support. This support occurs both in the classroom and is separate setting such as AIS and ESL, with instruction focused on specific learning targets. Tier II and Tier III instruction is tailored to meet ELL's language needs and is incorporated into the intervention strategies delivered.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Our school is aware of our ELL students' varying needs in their linguistic development, and when making instructional decsions we are mindful of the challenges that ELLs may encounter in the areas of literacy devlopment. When considering programs choices and instructional decsions we know that is is important to provide ELLs with multiple entry points into the curriculum, by providing them with audiovisual support, native langusge support (through buddy system and glossaries), differentiated activities according to linguistic needs, and vocabulary building instruction. While not all studnts will achieve the same level of language, literacy, and content area development, all will be moving toward the same goal along different paths. Our reading, writing and math programs provide differentiated instuction, strategies and entrypoints built into lessons, which provide opportunities for all language learners to succeed.
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?

Not applicable to our school
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The following assessments are used to evaluate ELL success: NYSESLAT, Journeys Benchmark Assessments, conferencing notes, collaborative assessment of student progress in teacher / service provider meetings, classroom math and reading data folders , writing samples, student projects, and other student-created work. The results of this body of student work inform the teachers of the students' strengths as well as areas for improvement or continued instruction. Teachers at P.S 127 are in constant communication with one another so that they might gain insights through idea sharing and collaborative planning. Our 2012/2013 progress report reflects that our school is in good standing and has made AYP for our population of ELL's We ensure that our programs whether small or large are in fact effective for our ELLs and their language acquisition needs. We know that addressing the needs of our ELLs takes the collaboration of the entire school, including administration. Our teachers are given the support they need to be able provide

differentiated instruction to meet the needs of ELLs. In addition, all students will succeed if kept to high expectations. When available we analyze the combined modality sets analysis report, accessed via ATS to measure student growth between proficiency levels and with modalities.

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](#).) Regarding the initial enrollment process of children into our schools, the identification of a child's home language is vital in determining a child's potential requirement of ELL Services. Parents/guardians receive the HLIS upon the registration of their child into our school. In addition to English, the HLIS is presently available in fourteen languages. During the enrollment period, our school secretary contacts one of our fully certified ESL teachers or a fully certified classroom teacher, to meet with the parent/guardian to conduct a brief oral interview. This interview is conducted to make certain that the parent understands the questions that are presented on the HLIS, to accurately determine the child's language(s) spoken at home, and if the child has any other formal education. When necessary, we ask staff members who speak other languages to assist parents who do not have sufficient English language with the oral interviews, as well as with the overall registration process, including completion of the HLIS. The Translation and Interpretation Unit is utilized when we cannot provide the needed language support to assist parents. Following the parent's completion of the HLIS, an oral interview with parent and child is conducted by either licensed ESL teachers or trained classroom teacher. Once this is done, the certified ESL teacher reviews the responses and determines whether the primary language other than English is spoken at home; thereafter OTELE codes are determined. If the OTELE codes show a language other than English is spoken at home, the fully certified ESL teachers administer the Language Assessment Battery–Revised (Lab-R) exam within the first ten (10) days of the students' enrollment. The ESL teachers also review a range of ATS reports such as the RLER (a report that lists students' LAB-R and NYSESLAT eligibility) to ensure that students eligible for testing have been properly identified and screened, as well as the RPOB (a report that indicates the students' place of birth and home language).

The current LAB-R memo issued by the NYC Department of Education for the 2012-2013 academic year states that the LAB-R can only be issued one time upon a students' entry into the NYC public school system. Prior to being sent to the Scan Center, the students' cut score is used to determine the child's eligibility for ELL Services. The cut score determines the student's language proficiency level (beginner/intermediate, advanced or proficient). Students who score below proficiency level are entitled to state-mandated ELL services, and are placed in the appropriate ELL group. Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish Language Assessment Battery (LAB) only once, by a Spanish-speaking pedagogue within the first ten (10) days of enrollment, to determine language dominance.

Effective February 1, 2014, a new State test, the New York Identification Test for English Language Learners (NYSITELL) will take the place of the Language Assessment Battery-Revised (LAB-R) currently used for the statewide identification of English Language learners (ELLs). NYSITELL will be based on, and be similar to, the New York English as a Second Language Achievement Test (NYSESLAT), but abbreviated in length. The NYSITELL will replace the LAB-R as the approved means of initially identifying ELLs in New York State. NYSITELL should be administered to eligible students within two weeks of their initial enrollment.

In accordance with the NYS Department of Education, each ELL student is administered The New York State English as a Second Language Achievement Test (NYSESLAT) during the spring of each school year by a fully certified ESL teacher. The NYSESLAT measures an individual student's English proficiency level, as well as progress made by the student during the course of the academic year up until the time of administration. The NYSESLAT measures the English language proficiency level in the four modalities (listening, speaking, reading and writing) and determines whether or not the student continues to qualify for ELL

services. When the NYSESLAT scores become available, a certified ESL teacher accesses and analyzes the scores on the RNMR (a report that generates students' NYSESLAT scores and modality breakdowns) to determine proficiency level for each modality, and areas in need of greater support. We utilize the RLAT (a report that generates the past three years of NYSESLAT scores for each ELL student) as a cross reference tool with the item analysis from the ELA (in grades 3-5) to further determine students' specific needs.

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.
Proceeding the administration of the LAB-R, the student's parents/guardian are notified of their child's LAB-R results and proficiency level through written communication within ten (10) days of the child's registration. Parent Orientation meetings must be conducted after the LAB-R results are tabulated. After a student is determined to be an ELL in accordance with screening procedures outlined above, Parent Orientation meetings as per OELL guidelines must be conducted; meetings held are ongoing throughout the year. Parents of ELL students receive an invitation in the appropriate language to attend a Parent Orientation Meeting, which is held within the first ten (10) days of their child's enrollment in the school. The Parent Orientation Meeting is conducted by our certified ESL teachers, with the support of administration and the assistance of the Parent Coordinator. Based on the HLIS's arrangements with the parent, volunteers are made available to provide translations and assistance to attendees. At the meeting, parents are provided with translated meeting agendas, and the fully certified ESL teacher informs parents of the three ELL programs available in NYC schools and give parents an opportunity to view the ESL Parent Orientation Video (produced by the NYC DOE and available in 13 languages) in their native language. In addition, they receive and are instructed to complete the Parent Survey and Program Selection Form (Epic form D) in the appropriate language and are asked to read the survey, indicate their ELL program choices in order of preference and return the documents signed in a timely manner. Parents/guardians are informed that, when making a decision, to keep in mind that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. Parents are informed that their child will be placed in the school's Freestanding English as a Second language Program immediately until a program chosen by the parent is established. Students must be placed in the appropriate program within ten (10) school days of enrollment. If there are 15 or more parents (via the Parent Choice and Program Selection Survey) of students who speak the same home language and they are on the same or on two contiguous grades opt for a bilingual program, then we will create such a program as per the Aspira Consent Decree mandate. It important to note that all ELL students must receive ESL classes taught by a certified ESL teacher.
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 [\[see tool kit\]](#).)
During the ESL Parent Orientation meeting in September, Parent Survey and Program selection forms are completed. The certified ESL teachers and Parent Coordinator ensure that entitlement letters (Epic form C), Parent Survey and Program Selection forms (Epic form D) are distributed and collected. If parents do not respond to the Parent Orientation meeting invitation and do not attend the meeting, the non response is viewed as exercising the option for the Transitional Bilingual Program. The ESL teachers make several attempts to contact the child's parents/guardians in the appropriate language by letters and telephone calls, and schedule individual parent meetings or phone conferences to ensure that parents are given the opportunity to view the Parent Orientation Video and discuss the various ELL program options, as well as make them aware of the importance of the completion of The Parent Survey and Program Selection Form. Upon receiving the Entitlement letters and Program Selection Forms, copies are kept in a central location in the main office, as well as in the ESL Title III binder.
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.
Following the LAB-R screening of eligible students, parents are notified of the LAB-R results through written communication in their preferred language within ten (10) days of initial school enrollment. If the child scores below proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL teachers notify the parents of this by sending home the entitlement letter (EPIC form C) in English, as well as in the appropriate home language if available. Entitlement letters are distributed through the student's home/school folders. Parents are then invited to attend the ESL Parent Orientation meeting to discuss the various ELL programs available, view the Parent Orientation video (available in 13 languages), and complete the Parent Survey and Program Selection form (EPIC form D), where they indicate their ELL program choices in order of preference. The child is placed in an ELL program with ten days of enrollment. In addition, we record and update the ELPC screen in ATS within 20 days, for all new admits with a home language other than English. The ESL staff sends home a placement letter (EPIC

form F) to inform parents of the placement of their child in an ELL program. In the case of bilingual classes, they are formed when there are fifteen (15) or more students on two contiguous grades for kindergarten through fifth grade. If there are insufficient numbers available of students to form a bilingual class, if available, the parent may choose to have his/her child attend another school with available bilingual classes in the appropriate language within the same school district, or have him/her remain in the Freestanding English as a Second Language (ESL) program available at our school.

As newly identified ELL students enter our school throughout the year, the certified ESL teachers continue to schedule individual parent meetings to ensure that all parents have access to information, and have the opportunity to voice their program preference. After reviewing Parent Surveys and Program Selection Forms from the past few years, it is apparent that a majority of parents prefer to have their children enrolled in an ESL program. Our records indicate that parents continue to select ESL as their primary program choice. After reviewing responses from our entitled ELLs in the 2013-2014 school year, eighteen (18) kindergarten ELL parents listed ESL as their first preference. Only two parents chose Transitional Bilingual Education as their first choice. Schools within our district with Transitional Bilingual Education Programs in the preferred language were contacted to inquire on available seats for those two students, we were informed that currently there were no available seats. The LAP team will continually monitor the trends in parental choice to aid in planning and the implementation of other programs in the future, in accordance with CR Part 154. Parents that do select a bilingual program for their child are given the opportunity to visit other schools that offer their desired program mode (when available), thus helping to build alignment between parent choice and program offerings. Parents have also expressed their desire to keep their children in their zoned schools; a bilingual class setting would require travel on the part of students during the regular school day. Some parents do choose send their children to attend after-school or weekend programs that teach their child's first language.

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 NYSESLAT is administered annually to all English language learners in Grades K–12, the NYSESLAT is an untimed test. The results of this test is used to demonstrate improvements in the English proficiency of ELLs, and to determine continued entitlement to Bilingual/English as a Second Language services. Each grade band (K, 1-2, 3-4, 5-6, 7-8,9-12) assesses four language modalities: Speaking, Listening, Reading, and Writing. Prior the administration of the NYSESLAT, we access an updated report of the RLER, which gives us a list a students currently enrolled in our school eligible to take the NYSESLAT. In addition, grade rosters are created to reflect students in each grade eligible for NYSESLAT testing. Thees rosters are organized per grade for each of the subtests

(ex. K- listening, K-speaking, K-reading, K-writing). This procedure helps to assure that all students are administered each subtest of the NYSESLAT. If a student is absent during the administration of one or more subtests, they will be given a make-up within the testing window. The NYSESLAT is administered according to the NYSESLAT manual for Administrators and Teachers.

All school personnel involved in administration of any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, were provided with a copy of NYSESLAT manual for Administrators and Teachers to review prior to administration.

During the state designated testing window, our schools select the dates and grades to be tested. We administer the subtest in the following sequence: Session 1 (Speaking), Session 2 (Listening), Session 3 (Reading), and Session 4 (Writing). All test booklets are placed in a secure locked testing closet, located in the main office. In order the strictly observe security procedures and maintain the integrity of this test administration, each teacher involved and test coordinator will be required the test material security form, indicating the number of tests booklets picked up and the number of test booklets returned. During the administration of the Speaking subtest, each student's teacher used an electronic recording device to record each student's response. The recorded responses were subsequently scored by a disinterested teacher. For the Writing subtest, all of the student responses to the constructed-responses questions were scored by a selected committee of teachers. No teacher who was a student's teacher of English as a Second Language or English Language Arts scored any of the constructed-response questions in that student's Writing subtest booklet.

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. 

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])?

All eligible ELL students identified by the 2013 NYSESLAT, as well as the 2013 LAB-R, are provided with English-only instruction in our Free-Standing ESL program. Each of our two certified ESL teachers works with several ELL groups based on the CR-Part 154 regulation that requires 360 minutes for our beginner and intermediate students, and 180 minutes for advanced students. Currently, each ESL teacher works with ELL's from three contiguous grades in order to particularize the curriculum of the specific grade. ESL teachers are following the pull-out organizational model when providing instruction to our population of ELL students. When feasible, our ESL teachers use the push-in model or a combination of push-in and pull-out.

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

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.

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

Our school utilizes a combination of the Balanced Literacy Approach in conjunction with, Journeys Reading/Writing Language Arts program. This school year, our school has implemented the GO Math ! program , which is aligned to the Common Core State Standards. This program is designed to facilitate differentiated instruction and activities, including built in vocabulary support in every unit. Additionally, each lesson includes suggestions for instructional strategies to support English Language Learners. This program is available through Think-Central, and offers many valuable resources to support our ELL families at home. The ESL staff is using Rigby's On Our Way to English program, which provides grade level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels. In addition, the ESL teachers are following the ELL component of the Journeys Reading/Language Arts program, so that the literacy and language arts activities in the mainstream classroom and the ESL classroom are aligned with one another. Reading and writing are taught as natural extensions of oral/aural communication tasks.

Across the vast majority of classroom, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the Instructional Shifts, as well as by discussions at team and schools levels. Teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) strategically provide multiple entry points and high quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.

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

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

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

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

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).

Currently, we have one student in the fifth grade that is classified as Students with Interrupted Formal Education (SIFE). SIFE students are ELL students born in a country other than the United States who enter the English Language School System (ELSS) in grade 3 or above, have had two years less schooling than their peers in their native countries, and function at least two years below expected grade level in reading and mathematics. The school and staff have implemented an instructional plan which encompasses employing a Newcomer's program, adapting curriculum and standards to the SIFE's individualized needs. The SIFE student would participate in our Freestanding ESL program in a grade-appropriate group, thus receiving the mandated number of ESL instruction minutes as determined by his/her proficiency level. We extend all opportunities for the student in grades 3-5 to participate in programs such as AIS and extended day small group instruction, as well as the after-school ELL Academy.

Our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Foundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. In addition to Wilson Foundations, students in grade one receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program to reinforce phonics. Our newcomer ELL's in g During the ESL Parent Orientation meeting in September, Parent Survey and Program selection forms are completed. The certified ESL teachers and Parent Coordinator ensure that entitlement letters (Epic form C), Parent Survey and Program Selection forms (Epic form D) are distributed and collected. If parents do not respond to the Parent Orientation meeting invitation and do not attend

the meeting, the non response is viewed as exercising the option for the Transitional Bilingual Program. The ESL teachers make several attempts to contact the child's parents/guardians in the appropriate language by letters and telephone calls, and schedule individual parent meetings or phone conferences to ensure that parents are given the opportunity to view the Parent Orientation Video and discuss the various ELL program options, as well as make them aware of the importance of the completion of The Parent Survey and Program Selection Form. Upon receiving the Entitlement letters and Program Selection Forms, copies are kept in a central location in the main office, as well as in the ESL Title III binderrade 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELL's in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy offered before the start of our regular instructional school day, on Monday, Tuesday, Thursday and Friday, approximately six weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and Math are contingent upon school budget.

Our ELLs receiving services for four to six years participate in our Freestanding ESL program, with placement in the grade appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended day sessions on Monday and Tuesday where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our morning Test Prep Academy offered on Monday, Tuesday, Thursday and Fridays, approximately six weeks prior to the NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. In the past two years, we have offered our ELLs to participate in the ELL Academy, after-school on Thursdays and Fridays. During this time, teachers worked with children from Grades 2 through 5 in small groups to reinforce English acquisition skills as well as develop reading and writing skills needed to succeed on the NYSESLAT, ELA and Math exams. Time was also dedicated for homework-help where teachers offered assistance and reinforcement with what was learned in the classroom. Classroom teachers and ESL teachers will analyze test scores, progress or stagnation of students, and may meet with the School Assessment Team (SAT) to look into possible evaluation to assess if the student is need of mandated services such as speech or alternative classroom setting to provide them with the optimal learning environment to help them achieve their fullest potential.

Currently, we have one student who fit the Long-Term ELL category (students receiving ESL services for 6 or more years). Our long-term ELL student will participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. As per his IEP, he is currently receiving SETTS and other related services. We will offer him the opportunities to participate in programs such as AIS, extended day small group instruction, and Test Prep Academy.

We recognize that ELL students who have attained proficiency on the NYSESLAT (Former ELLs) are in need of additional transitional support to continue to progress academically. In the 2012-2013 academic year, approximately 20 students, or 19% of our entitled ELLs attained proficiency on the Spring NYSESLAT exam (1 kindergarten students, 4 first grade students, 3 second grade students, 3 third grade students, 3 fourth grade students and 4 fifth grade students). Some of our former ELLs receive AIS services for additional literacy, math and content area support, and participate in extended day session with their classroom teacher. They are invited to participate in our Test Prep Academy offered prior to taking state exams. Additionally, during the NYS ELA and math exams, former ELLs receive the recommended ELL accommodations for up to two years. Accommodations include extended time (i.e. time and a half of productive test-taking), separate location and/or small group administration, use of NYS word-toward glossaries offered in fifteen languages, after attaining proficiency on the NYSESLAT as per the NYS Department of Education regulations.

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?

Our ELL students with disabilities (ELL-SWD) participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. At the present time, we have 20 ELL-SWD enrolled in our school (1 Kindergarten student, 3 First grade student, 6 second grade student, 3 third grade students, 4 fourth grade students and 3 fifth grade students). Our ELL-SWD students receive all services and modifications as indicated on their Individualized Education Plan (IEP), including speech, occupational therapy, and Special Education Teaching Support Services (SETSS), as provided by certified teachers. ESL teachers and classroom teachers are provided with a variety of resources and materials intended to addresses the diverse needs of our ELLs-SWD-population, in order to provide them with access to academic content areas to make language and content comprehensible. Our ESL programs use strategies for English language development with native language support so that students develop language and content

knowledge in English. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. Throughout the content areas, the use of visuals (such as maps, charts, and pictures), graphic organizers (such as KWL charts and Venn diagrams) helps teachers in facilitating in making content and language accessible to our ELLs-SWD. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre-teaching and important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ESL strategies. Additionally, teachers use a multi-sensory teaching approach, helping the ELL-SWD to learn through more than one of the senses. When possible, content area instruction will be presented using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach as well as the Total Physical Response methodology will be employed. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they require.

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?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

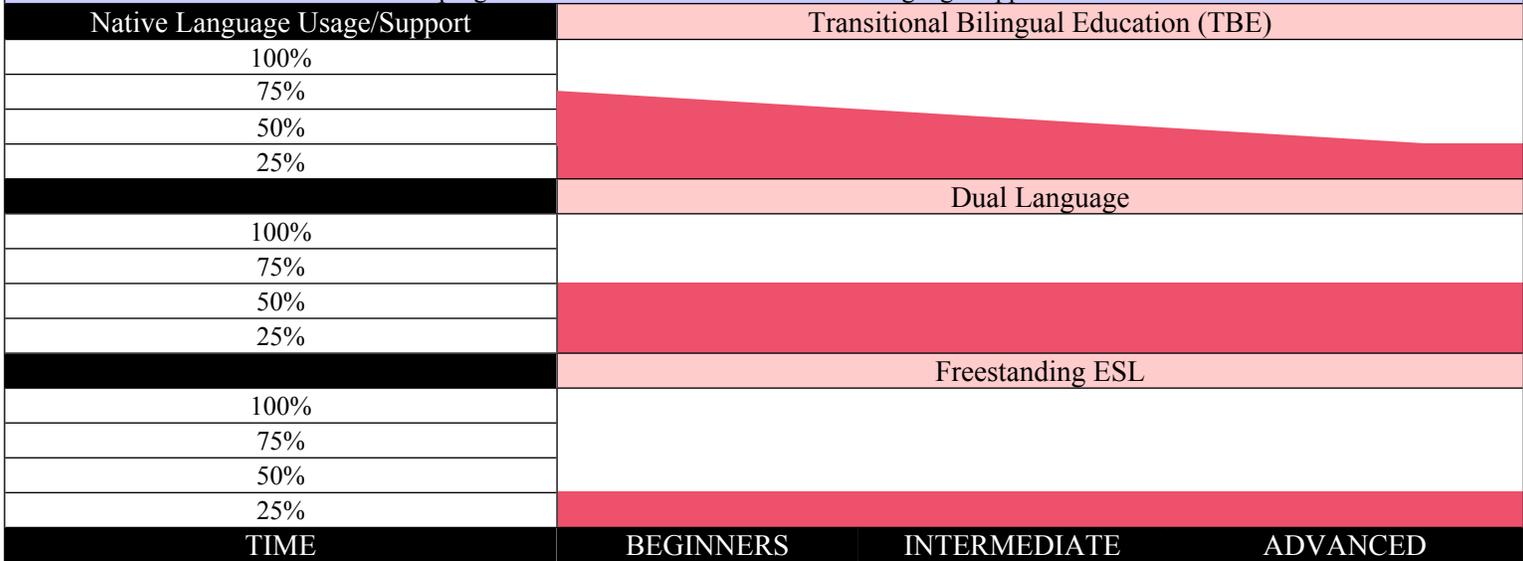
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

As stated above, our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups. Our school is aware of our ELL students' varying needs in their linguistic development, and when making instructional decisions we are mindful of the challenges that ELLs may encounter in the areas of literacy development. When considering programs, choices, and instructional decisions, we know that it is important to provide ELLs with multiple entry points into the curriculum, by providing them with audiovisual support, native language support (through buddy system and glossaries), differentiated activities according to linguistic needs, and vocabulary building instruction. While not all students will achieve the same level of language, literacy, and content area development, all will be moving toward the same goal along different paths. Our reading, writing, and math programs provide differentiated instruction, strategies, and entry points built into lessons, which provide opportunities for all language learners to succeed. They receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Foundations Program that provides additional reinforcement of phonics, phonemic awareness, and other early literacy skills. Our newcomer ELLs in grades 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELLs in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy, weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know in order to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and math are contingent upon school budget. In the 2012-2013 school year, our school offered four days of the morning Test Prep Academy. Two contiguous days were dedicated to ELA and Math test preparation, on Mondays, Tuesdays, Thursdays, and Fridays, six weeks prior to the administration of the exams in April. Furthermore, beginner/intermediate ELL students in grades 3-5 receive phonemic and phonological instruction through the multi-sensory, kinesthetic, phonics-based Orton Gillingham Approach. This instructional approach helps our students master the basic knowledge about the English language and its relationship to our writing system.

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

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

Based on data collected from classroom assessments, teacher conference notes, ELA and Mathematics Performance tasks, and NYS exams (ELA, Math, NYSESLAT, Science (grade 4 only)), it is evident that programs implemented in our school have given the majority of our ESL students the support they need to meet their individual needs in language and content area development.

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

This school year, our school has implemented the GO Math! program, which is aligned to the Common Core State Standards. This program is designed to facilitate differentiated instruction and activities, including built-in vocabulary support in every unit. Additionally, each lesson includes suggestions for instructional strategies to support English Language Learners. This program is available through Think - Central, and offers many valuable resources to support our ELL families at home. In addition, the Kindergarten-2nd grade AIS and SETTS provider as well as the ESL teacher of grades 3-5 utilize phonemic and phonological instruction through the multi-sensory, kinesthetic, phonics-based Orton Gillingham Approach. This instructional approach helps our students master the basic knowledge about the English language and its relationship to our writing system.

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

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

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

Our English Language Learners are always encouraged and afforded equal access to all school programs. They receive constant exposure to technology in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead projectors. ELLs are invited to participate in the morning Test Prep Programs, Title III after-school ELL Academy, ballroom dancing, Rainbow loom after-school club, Young Dancers in Repertory after-school program, and extended day instruction.

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

Our English Language Learners receive constant exposure to technology in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead projectors. Additionally, the Journeys and GO Math! programs are available on Think - Central and offers many valuable resources to further support students learning in the classrooms. In the content areas of Social Studies and Science, smartboards are utilized to enhance lessons and offer students access to additional resources and support.

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

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

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

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

Based on the information provided above, support services and resources available to our ELL students correspond with their age and grade levels and are Common Core aligned. All classroom materials are aligned to students' current reading levels, content areas, and/or proficiency levels as an ELL.

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.

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

18. What language electives are offered to ELLs?

Currently P.S 127 does not offer language electives

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- 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)?

Not applicable to our school

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.

The goal of the administration is to provide all certified common branch and special education teachers, guidance counselors, occupational therapists, speech therapists, and parent coordinator with opportunities for professional development programs that support the academic gains and English language development of English Language Learners. Our school also designates Math, Science, Social Studies, and Literacy ambassadors who attend network meeting based on content areas, and will turn-key pertinent information. This allows us to grow and develop professionally, continuing to strengthen and refine current teaching practices. One of the Chancellor's goals is to have all teachers involved in inquiry projects. Inquiry teams focus on student outcome using a systematic, data-informed approach. It is conducted by teams of teachers with a focus on small groups of students, paying close attention to those who are struggling, while supporting the learning of all students.

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

ESL teachers will participate in an upcoming webinar: ELLs and Common Core Academic Standards: Successful Strategies for the Content Classroom, presented by Ron Rohac. This presentation will offer practical tools for educators to address the Common Core State Standards' emphasis on literacy skills. It will teach reading strategies and vocabulary-building activities in core subjects like science, mathematics, and language arts. These strategies will prepare English learners to meet the CCSS, college and career readiness standards, and rigorous academic work. They are based on techniques Mr. Rohac has developed and tested with considerable success. The approach is based on SIOP methodology and has been proven to enhance ELL student ability and raise assessment scores. The webinar will demonstrate sequencing lesson plans using UDL to maximize comprehension and encourage active participation for all proficiency levels.

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

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

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

and expectations.

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

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?

Our Parent coordinator is an important member of our school community. She works alongside with the Parent Teacher Association, and other staff members to create an atmosphere that is welcoming to all parents. She coordinates parent workshops , and collaborates with the PTA and staff on school events such as Family Fridays (parents are invited first Friday of each month into their child’s classroom to assist in classroom activities), Movie Night, School Flea Market and plant sales, all of which invitations to volunteer are extended to all parents , including parents of ELL’s . Parents are invited to participate in our Cup of Coffee and Scoop of Info meeting, (once a month) , where the administrators and the parent coordinator meet with parents in a friendly atmosphere with an open question /answer session, to clarify any issues, upcoming events. In addition, our parent coordinator addresses parent questions and concern on a daily basis.

We firmly believe that when schools and families work together to support learning, that parental involvement can have great impact on the performance and achievement of students. The school administration and parent coordinator review the responses on the parent questionnaire and suggestions placed in the suggestion box throughout the year to address specific parental concerns and needs. The P.S 127 staff collaborates to help create an enriching and supportive environment for students and parents, with the dedication to help meet the individual needs of our diverse population of students. Parents of our newly enrolled ELL's are invited to the mandated ESL Parent Orientation meeting where they are informed of the three program models available in NYC. During this meeting as well at Parent Teacher Meetings, if necessary, we utilize the over the phone Translation and Interpretation services, as well as staff members with common home language to translate imperative information to parents. In addition, all letters and forms regarding ELL's distributed to parents : Parent Survey and Program selection forms, parent brochures, Entitlement/ non-entitlement letters,as well as the orientation videos, are presented in their home language.

Currently, we have not sought resources from outside agencies or Community Based organizations to provide workshops or services to ELL parents. Our PTA utilizes Title I funds to organize parent workshops within our school that fosters parental communication and involvement. Some workshops we have organized are: Understanding the Common Core state standards, Go! Math online Math Academy parent resources.

Our school makes every effort to ensure that parent’s needs are met. Parents are welcome to place suggestions in our Suggestion box located in the main office. Parents are invited to volunteer in the Learning Leaders Program, which provides tutoring for our students, including our ELLs, who need further academic support. The Learning Leaders program trains many ELL and bilingual parents to work with our students and has become a great vehicle to actively involve parents in the learning process and in our school.

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: P.S 127

School DBN: 20K127

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Agatha Alicandro	Principal		
Kerry Quaglione	Assistant Principal		
Rosann Vento	Parent Coordinator		
Caroline Nicolosi	ESL Teacher		
Shoshana Urbina	Parent		
Nedaa Dari/ESL Teacher	Teacher/Subject Area		
	Teacher/Subject Area		
Toni Ann Laudicina	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Katherine Roumeliotis	Other <u>Data Specialist</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 602 Network: CFN

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

Part A: Needs Assessment Findings

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

Our school annually runs the Report of Student Ethnic Census (RSEC) ethnic survey which reflects the percentage of each ethnicity within all of our classrooms. Upon initial registration, all parents enrolling their children in our school must complete a Home Language Identification Survey (HLIS) to determine their child's dominant language. The revised HLIS now includes a section to help determine parental language preference when receiving written or oral information from our school. Additionally, we review several ATS reports such as the Home Language Aggregation Report and Place of Birth Report to accurately determine our parents' interpretational needs.

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

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

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

Part B: Strategies and Activities

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

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

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.

During Parent Teacher Conferences, parent volunteers and in-house staff members assist with oral translation needs. Also if needed, we will utilize the DOE over-the-phone Translation/Interpretation services. We enlist bilingual staff members for translation services during general parent/teacher, parent/principal or other pertinent meetings with parents.

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

P.S.127 posts notices regarding the availability of translation and interpretation services at the main entrance of our school. Upon enrollment, In compliance with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, parents are provided with the Bill of Parent Rights and Responsibilities, which highlights their rights to receive such services and how to obtain them. The 2013-2014 School Safety Plan will identify procedures to ensure that language barriers will not interfere with limited or non English speaking parents contacting the school's administrative office in case of an emergency. In the event that a parent or visitor does not speak English, the School Safety Agent or staff member will attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the School Safety Agent or staff member will escort the individual to the main office, where a school representative will contact the DOE's Translation and Interpretation Services Unit to request telephone translation. Parents will also be informed of the availability of the Department of Education's website for further information.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.127	DBN: 20K127
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$

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

