



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 128 THE BENSONHURST SCHOOL

DBN (i.e. 01M001): 21K128

Principal: JESSICA DRZEWUCKI

Principal Email: JDRZEWUCKI@SCHOOLS.NYC.GOV

Superintendent: ISABEL DIMOLA

Network Leader: LISA GIGOUX

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
Jessica Drzewucki	*Principal or Designee	
Catherine Downey	*UFT Chapter Leader or Designee	
Teresa Montella	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jacqueline Tierno	Member/ Teacher	
Nicole Anastasio	Member/ Teacher	
Anna Lawler	Member/ Teacher	
Eliza Yusufov	Member/ Parent	
Dyana Duncan	Member/ Parent	
Huiling Chan	Member/ Parent	
Fifi Feratovic	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, 70% of all students in Grades Kindergarten through fifth grade will reach 70% proficiency on the Go Math End of the Year Assessment.

Comprehensive Needs Assessment

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

Based on the results of the NYS 2013 Math test, Everyday Math unit assessments, Problem of the Day, RSA (Recognizing Student Achievement) and taking into consideration the content of the 2012 Math Benchmark Assessment and the mandated Common Core Standards for Mathematical Practice, it was determined that our Grade K-5 students need to strengthen their mathematical thinking skills.

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

- RTI Math will be given during extended day AIS period (Tuesday and Thursday) to support students in math
- Teachers will provide timely feedback to students in assessment of their written responses

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

- RTI Math teacher for grades 3-5.
- RTI ELA teacher grades 1-5
- 2 ELL teachers
- Administration, CFN, Coach and lead teachers will provide professional development at faculty conferences, grade meetings, Lunch and Learns and Professional Development days
- Administration, coach and instructional leads will provide professional development in creating rubrics aligned to CCSS
- Administration will create a collection schedule in order to collect and monitor student progress
- Administration, coach and CFN leader will provide feedback after class walkthroughs

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

- Teachers will utilize daily Quick Check in order to inform student instruction and differentiate student needs
- Teachers will use rubrics with students to model a proficient response

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

- September 2013-June 2014

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

- Teachers will meet during common preps, menu periods, and after school to develop rubrics
- Classroom teachers will have three to five common preparation periods per week and a menu period, by grade, to meet for collaborative planning, articulation, and looking at student work
- Teachers will utilize ARIS Common Core Library for resources and support
- After-school program to support math skills
- Administration will add 15 minutes per day to the math schedule (90 minute math block daily)

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).

- PS 128 will hold monthly workshops, including but not limited to: Go Math, introduction to the NY State Test format and rigor in Math, DOK and CCLS, promotion criteria, PTA meetings(every other month), and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs
- A Parent Coordinator will also provide parent involvement activities, in addition to the above, based upon parent surveys to meet their needs.
- Parents will be provided with timely information on programs, workshops, events and meetings.
- Notices written in foreign languages
- Translators to aid in communicating important information at meetings, workshops, activities, and conferences.
- Monthly grade translated newsletter to inform the parents of the next month's curriculum, key dates, and how parents can partner with teachers to help their children at home.

Budget and Resource Alignment

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

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

As a Title I Schoolwide Program Conceptual Consolidated school, we will combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below:

- 2 certified full-time ESL teachers
- RTI Math full-time teacher
- RTI ELA full-time teacher
- TL, FSF - SETSS Teacher
- ARRA/Race to the Top funds for per diem days for midyear or June planning for grades to develop citywide expectations of units of study and culminating performance tasks in mathematics
- Title 1 (10%) Part time Coach to assist Grade 2-5 general education and special education classroom teachers in mathematics
- TL Parent Coordinator to provide parent workshops
- SBO for 50 minute period for teacher once a week for inquiry.
- SWP Title I (5%) Substitute teachers for professional development
- Support through CFN math network specialist
- Support through CFN 605
- TL -Assistant Principal
- Principal

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, 70% of all students in Grades K-5 will score at least a 20 for the end of year task for the NYC Performance Assessment.

Comprehensive Needs Assessment

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

academic content and student achievement standards.

- Based on the results of the NYS 2013 ELA, performance on the 2013 Acuity Predictive assessment, evaluation of authentic student work and taking into consideration the CCLS in ELA, it was determined that our Grades K-5 students need to strengthen their writing skills and their ability to use evidence from text sources to support their response.

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

- Teachers will use rubrics with students to model a proficient response.
- Teachers will scaffold activities to incorporate flexibility into instructional methods and materials as a way to accommodate every student in the classroom.
- Teachers will support SWDs by providing the same information planned using a U.D.L approach.
- Teachers will use scaffolds, including previewing content area vocabulary and building background knowledge, in order to engage ELLs as they prepare for the final performance task.
- Teachers will work collaboratively to develop lessons that incorporate written skills needed for providing evidence from text sources to support arguments.
- Teachers will utilize ARIS Common Core Library, for resources and support.
- Teachers will continue to be trained in the new City wide expectations aligned to the Common Core Standards
- Professional Development will be provided on an ongoing basis in the new city wide expectations aligned to the CCSS

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

- RTI ELA Teachers
- 2 ELL Teachers
- Administration, CFN, Coach and lead teachers will provide professional development at faculty conferences, grade meetings, Lunch and Learns and Professional Development days
- Administration, Coach and lead teachers will collect samples of student work in this area throughout the year
- Administration, Coach lead teachers and CFN will provide professional development in developing rubrics aligned to CCSS.

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

- Teachers will provide timely feedback to students in assessment of their written arguments.
- DRA Assessments

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

- September 2013 – June 2014

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

- Schedule all K-5 classes with 120 minutes of literacy a day including a 90 minute block Readers/Writers workshop and Word Work.
- Classroom teachers are scheduled for three to five common preparation periods per week and a menu period, by grade, to meet for collaborative planning, articulation, and looking at student work
- Teachers will meet during common preps, menu periods, and after school to develop rubrics to assess the use of evidence from text sources to support their response
- Midyear planning days will be provided, pending budget

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).

- PS 128 will hold monthly workshops, including but not limited to: Introduction to the NY State Test format and rigor in ELA, Book of the

Month, DOK and CCLS, promotion criteria, PTA meetings(every other month), and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs

- A Parent Coordinator will also provide parent involvement activities, in addition to the above, based upon parent surveys to meet their needs
- Parents will be provided with timely information on programs, workshops, events and meetings.
- Notices written in foreign languages
- Translators to aid in communicating important information at meetings, workshops, activities, and conferences.
- Monthly grade translated newsletter to inform the parents of the next month’s curriculum, key dates, and how parents can partner with teachers to help their children at home.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

As a Title I Schoolwide Program Conceptual Consolidated school, we will combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below:

- 2 certified full-time ESL teachers
- RTI Math full-time teacher
- RTI ELA full-time teacher
- TL, FSF - SETSS Teacher
- Title I SWP -Data specialist
- TL -IEP Teacher
- TL/Contract for Excellence -Part time AIS Literacy teachers, Grades 1-2 to push in and support students in ELA
- ARRA/Race to the Top funds - per diem days for midyear or June planning for grades to develop citywide expectations of units of study and culminating performance tasks in ELA
- Title III after school program to serve ELLS
- Title I 10% funds Coach/Mentor for ongoing professional development
- Title I 1% Parent Involvement funds - OTPS
- TL Parent coordinator to provide parent workshops
- Title I SWP - Family Assistant
- Support through CFN 605
- TL -Assistant Principal
- Principal

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 classroom teachers will participate in collaborative inquiry looking at the local assessments chosen by the school to drive instruction that will improve student achievement.

Comprehensive Needs Assessment

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

Based on the results of the NYS 2013 ELA, performance on the 2013 Acuity Predictive assessment, evaluation of authentic student work and using the CCSS, , it was determined that teachers need to improve their quality of open-ended questions and tasks that are text dependent.

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

- Teacher teams will create tasks aligned to the Common Core Standards that encourage open ended responses and teach students how to take a stand and support their text dependency during grade collaborative inquiry study periods.
- Teacher teams will share effective practices and strategies on an ongoing basis in order to impact instruction and increase student performance in their area of focus.
- Teachers will articulate their progress through inquiry meetings.
- Students will engage in rich discussion and questioning in all content areas (Science, Social Studies and Math) and in response to the Book of the Month initiative
- Research through handouts or via email, from administration, coach, lead teachers, ARIS Common Core Standards Library, and CFN 605 website.
- Teacher independent learning on ARIS Learn based on their professional goal.
- Materials will be available in a central location (teacher's resource center) to be borrowed for support in inquiry study

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

- Classroom Teachers
- Inquiry Team Leads
 - Administration, coach, and lead teachers will provide professional development at faculty conferences, planning periods, grade meetings, Lunch and Learns, PD days and CFN meetings.
 - Network staff will support Administration, Data Specialist, Coach, and Inquiry Teams

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

- Teacher teams will create rubrics to grade and monitor growth of student's participation and discussion techniques and writing.

• Timeline for implementation and completion including start and end dates

- October 2013-June 2014

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

- Schedule all classroom teachers to have 2-4 times a month collaborative inquiry periods in addition to their menu and common prep periods, to meet for collaborative planning, articulation, data analysis and reflection.
- Inquiry Team meeting will be held weekly.

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).

- PS 128 will hold monthly workshops, including but not limited to: Introduction to the NY State Test format and rigor in ELA, Book of the Month, DOK and CCLS, promotion criteria, PTA meetings(every other month), and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs
- A Parent Coordinator will also provide parent involvement activities, in addition to the above, based upon parent surveys to meet their

needs

- Parents will be provided with timely information on programs, workshops, events and meetings.
- Notices written in foreign languages
- Translators to aid in communicating important information at meetings, workshops, activities, and conferences.

Monthly grade translated newsletter to inform the parents of the next month's curriculum, key dates, and how parents can partner with teachers to help their children at home

Budget and Resource Alignment

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

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

As a Title I Schoolwide Program Conceptual Consolidated school, we will combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below:

- 2 certified full-time ESL teachers
- RTI Math full-time teacher
- RTI ELA full-time teacher
- TL, FSF - SETSS Teacher
- Title I SWP -Data specialist
- TL -IEP Teacher
- TL/Contract for Excellence -Part time AIS Literacy teachers, Grades 1-2 to push in and support students in ELA
- ARRA/Race to the Top funds for per diem days for midyear or June planning for grades to develop citywide expectations of units of study and culminating performance tasks in ELA
- Title I 5% funds used to hire substitute teachers for ongoing highly qualified professional development
- Support through CFN 605
- Title I Coach/Mentor
- TL -Assistant Principal
- Principal

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #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
- 6.
 - 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
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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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Through the year we will have 6 weeks cycles for the students to receive additional services in ELA, which will enable our school to be able to provide instructional support to more students. Identification of student is based on analysis of classroom assessment data and teacher recommendations. During these blocks, the students are grouped based by their levels, and teacher observations.	Small group or one-to-one	During the school day
Mathematics	Through the year we will have 6 weeks cycles for the students to receive additional services in Math, which will enable our school to be able to provide instructional support to more students. Identification of student is based on analysis of classroom assessment data and teacher recommendations. During these blocks, the students are grouped based by their levels, and teacher observations. The ratio is 10:1, and the materials are created by the literacy department	Small group or one-to-one	During the school day
Science	Infused into the ELA Academic Services	Small group or one-to-one	During the school day
Social Studies	Infused into the ELA Academic Services	Small group or one-to-one	During the school day
At-risk services (e.g. provided by the <i>Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	--Students are given support in understanding their current academic learning needs and provided appropriate referrals to intervention services --Students are given social and emotional support through weekly	Small group or one-to-one	During the school day

	<p>meetings in small groups. And a social worker is provided on a case-by-case basis.</p> <p>--Students are given health services as provided by the school and at-risk-health services are provided on a case-by-case basis</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.
The principal works closely with the network Human Resource specialist to recruit highly qualified candidates. Once hired, our collaborative team of administrators and teachers work closely to transition new staff to our school. P.S. 128 strives to remain a highly collaborative and caring environment.
The principal, a trained literacy coach, the Data Specialist, lead teachers, and CFN network specialists will provide on-going high quality professional development aligned with the State and City standards and the Common Core State Standards. At least, 10% of our Title I SWP allocation will be used to provide training to all teachers. An additional 5% will be used for professional development once all teachers have been surveyed and deemed Highly Qualified in their area Funding permitted, professional books will be purchased and made available as resource materials. Teachers will be trained in the utilization of a research based rubric in order to reflect upon and improve their teaching practices. Teachers will be empowered to write their own individual professional growth goals and actively participate in their own learning through the use of ARIS Learn and collaboration within the school building. Teacher teams will be supported and encouraged as they plan, create curriculum, and study strategies of questioning and discussion methods through Inquiry. Teachers will be supported to lead professional development sessions in their areas of expertise.

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).
. Title I SWP money will additionally be used to provide professional development and substitutes for teachers for Professional Development; such as, inter-visitations and internal and external professional development sessions in areas specific to each individual teacher's needs and for midyear and end year planning days. Professional development will be given in the Common Core standards focusing on questioning and discussion techniques (3b), assessment in instruction (3d), and designing coherent instruction (1e), especially during grade conferences and faculty meetings. Per Diem substitute money will also be used for grade-specific and vertical planning days to work with the coach on curriculum development. "Lunch and Learns," will be utilized for professional development, as well.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
N/A

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.).

- Aligned curriculum
- Pre-K teacher involved in all school PD sessions
- Pre-K social worker one day/week
- Joint Pre-K/Schoolwide parent workshops
- Pre-K involvement with schoolwide events and activities (e.g. Book of the Month, Literary Character Day, etc.)

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.

Teachers participate in decisions around the use and selection of multiple assessment measures through serving on the MOSL committee, participating in teacher-led inquiry teams, and leading peer workshops to turnkey curricular and assessment information gathered from outside PD sessions and created internally. Grade team leaders work together to make decisions around assessment calendars and professional development needs, and serve as liaison learners in partnership with our external support systems.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**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

PS 128 agrees to implement the following statutory requirements:

1. The school will plan programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities, and procedures will be planned and carried out with meaningful consultation with parents of all children as we are a SWP Title I school.
2. The school will ensure that the required school-level Parental Involvement Policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a School-Parent Compact consistent with section 1118(d) of the ESEA.
3. The school will incorporate this Parental Involvement Policy into its School Improvement Plan.
4. In carrying out the Title I Part A parental involvement requirements, to the extent feasible, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Parents will be provided with information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats, upon request, in a language parents understand.
5. The parents of children served in SWP Title I Part A programs, will be involved in decision-making about how the 1% of Title I Part A funds, reserved for parental involvement, is spent.
6. The school will use the following definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including that:

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's education.
- Parents are included in decision-making and on advisory committees and the carrying out of other activities, such as those described in section 1118 of the ESEA.
- At PS 128 the Title I annual parent meeting will be held in October at the first PTA meeting

7. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components.

1. PS 128 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - An annual introductory meeting for all parents to meet the parent coordinator, family assistants, and support personnel.
 - Contact information will be provided so that all parents can avail themselves at anytime by cell phone of the services of the parent coordinator.
 - Translated notices, together with an outreach program, will engage parents in their children's education.
 - A voluntary email distribution list will be coordinated so that the principal and parent coordinator can send out email communiqués, in addition to the paper communiqués.
2. PS 128 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will be involved in planning, reviewing and improving the SWP and parents involvement program.
 - Parents will be provided with timely information on programs, workshops, events and meetings.
 - PS 128 will provide the necessary coordination, technical assistance, and other support for planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - PS 128 will hold monthly workshops, bimonthly PTA meetings, and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs.
3. PS 128 will coordinate and integrate Title I parental involvement strategies by consultation with the SWP Title I PTA sub-committee.
4. PS 128 will use the 1% Title I Schoolwide Program funds to include workshops for parents on curriculum, Book of the Month, homework help, discipline/stress management, Parent ARIS link, nutrition, etc. and for the purchase of appropriate supplies.
5. A coordinating effort will be made by PS 128 and the parents, to evaluate the content and effectiveness of this Parent Involvement Policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school will use the findings of the evaluation about its Parent Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, its Parent Involvement Policy. The success of the Parent Involvement Policy will be continually assessed through surveys, agendas, attendance at meetings and school functions, together with parent teacher conferences and other school events.
6. PS 128 will build the school's and parents' capacity to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement.

A. The school will provide assistance to parents to help them understand topics such as the following:

- The State’s academic content standards
- The State’s student academic achievement standards
- The State’s and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress.
- How to work with educators, i.e., workshops, conferences, classes. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement. The school will also provide technology training to foster parent involvement by teaching them how to access and to look at the DOE website for statistics such as the Learning Environment Survey, School Progress Report, and Quality Review Report. Parents will also be trained in how to access ARIS.

B. The School Leadership Team will encourage teachers, pupil services personnel and other staff, in how to reach out to, communicate with, and work with parents as equal partners.

C. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and in a language the parents can understand (i.e. Spanish, Arabic, Urdu, Chinese and Russian).

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times and conducting in-home conferences
- Adopting and implementing model approaches to improving parental involvement
- Developing appropriate roles for community-based organizations and businesses
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in SWP/Title I conceptually consolidated program, as evidenced by PS 128 School Leadership Team bylaws. This policy was adopted

by the P.S.128 SLT on October 8, 2013 and will be in effect for the period of one year. The school will make this policy available to all parents of participating SWP/Title I children on or before November 2013.

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

2.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 128
School Name The Bensonhurst School		

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 Jessica Drzewucki	Assistant Principal Jayne Perlman
Coach Patricia Guarneri	Coach type here
ESL Teacher Sara Vuono	Guidance Counselor type here
Teacher/Subject Area Jackie Tierno/AIS teacher	Parent
Teacher/Subject Area Diane Savino/ IEP teacher	Parent Coordinator RoseAnn Montemurro
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)	409	Total number of ELLs	134	ELLs as share of total student population (%)	32.76%
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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 (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	123	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	123		13	11		5	0	0	0	134
Total	123	0	13	11	0	5	0	0	0	134

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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	5	3	1		5	4								18
Chinese	6	12	9	3	4	2								36
Russian	9	5	6	5	4	2								31
Bengali														0
Urdu	1		2	1	3									7
Arabic	3	3	3	1	2	4								16
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		2												2
Other	3	5	5	6	3	2								24
TOTAL	27	30	26	16	21	14	0	0	0	0	0	0	0	134

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)	12	6	9	3	7	4								41

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)	6	10	5	4	6	4								35
Advanced (A)	9	14	12	9	8	6								58
Total	27	30	26	16	21	14	0	0	0	0	0	0	0	134

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	5	14	1	0	!Und
4	4	4	0	0	
5	13	2	2	1	
6					
7					
8					
NYSAA Bilingual (SWD)					

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		5	2	1		
8									
NYSAA Bilingual (SWD)									

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.

DRA is the assessment tool used to assess the early literacy skills of all students including our ELL students. Monitoring for Results, which is based on Fountas and Pinnell levels are collected four times a year. This data is analyzed. We ensure that students, who are at risk get extra support. The DRA results and writing samples are collected and analyzed to target deficiencies and plan for next steps using research based programs.

A review of the Spring 2013 DRA results for Grades K-2 indicates a need for academic intervention, as well as, additional support for English Language Learners. The data shows that in Kindergarten 23 out of 27 students read below the grade level, while 3 read on the grade level and 1 exceeds the grade level. In Grade 1, out of 30 ELLs, 14 read below grade level, 9 are approaching, and 7 exceed the grade level. In Grade 2, out of 26 students, 22 students read below the grade level, while 4 are approaching the grade level. The DRA data illustrates that the majority of K-2 English Language Learners reads below their grade level. The academic intervention should include rigorous attention to sight words, vocabulary building activities, fluency, as well as, providing students with additional reading strategies. We will also reach out to the parents of ELLs to include them in the intervention process, so they can make sure that students are completing their homework assignments and logging the correct times into their reading logs.

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

An analysis of the Lab-R shows that the majority of the students, who took the Lab-R were in Kindergarten. Those, students scored predominantly on the Beginning level. These students will need scaffolding for comprehension, vocabulary development, and hands on instruction to aid comprehension, as well as language acquisition.

Analysis of 2013 NYSESLAT scores in Grades 1-5 for All Students shows:

Grade 1 –

- 0 students tested out.
- 25 students were tested for the first time
- 17 students went up at least 1 level
- 8 students remained on the same level

Summary: 17/26 students met their AMOs for ESL. They need comprehension strategies, writing instruction, and academic vocabulary.

Grade 2 -

- 5 students tested out
- 5 students were tested for the first time
- 18 students went up at least 1 level:
- 3 students remained on the same level

Summary: 21/24 students met their AMOs for ESL. They need comprehension strategies, writing instruction, and vocabulary development.

Grade 3 –

- 10 students tested out.
- 3 students were tested for the first time.
- 11 students went up at least 1 level
- 6 students remained on the same level

Summary: 11/20 students met their AMO's for ESL.. This group needs academic language, guided reading strategies and fluency in order for ELLs to meet the Common Core State Standards.

Grade 4 –

- 2 students tested out
- 3 students were tested for the first time
- 5 students went up at least 1 level

8 students remained on the same level

Summary: 5/15 students met their AMOs for ESL. This group needs comprehension strategies and writing instruction. Their needs will be addressed with the Rigby guided reading and writing strands of the balanced literacy program, as well as Common Core aligned materials and programs.

Grade 5

1 student tested out

6 students were tested for the first time

4 students went up at least one level

7 students remained on the same level

Summary: 6/18 students made their AMO for ESL. Our Fifth Graders need reading and writing strategies and support.

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 NYSESLAT combined modality data in RNMR is not available as of December 2012.

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. Our English Language Learners, who are new to the country and have already developed proficiency in their native language are able to score higher on the standardized test when they choose to attempt the test in their native language. Younger students, who are new to the country and whose native language skills have not yet been fully developed, choose to attempt the test in English and score lower than the students, who are fluent in their native language. The higher the proficiency in the students' native language, the higher the students are able to score if they choose to attempt the standardized test in their native language. Our data illustrates that only one third grader attempted to take the test in the native language and scored moderately higher than the majority of the students on the grade level, who chose to take the test in English. Furthermore, in Grade 4, five students attempted the test in their native language and scored significantly higher than the students, who chose to take the test in English. In Grade 5, two English Language Learners attempted the test in their native language and scored moderately higher than students, who chose to take the test in English. Therefore, students, who attempt the test in their native language may score from moderately to significantly higher than students, who attempt the test in English.

- b. The Instructional team looked at the periodic assessments (ELL and Acuity) and we saw that our ELLs performed poorly on inference

skills and constructed response. We have made constructed response a school wide initiative. Inference skills are taught on every grade level as part of our reading program.

c. The school administration, School Leadership Team, and teaching staff use the periodic assessment to drive and differentiate instruction based on needs. The ELL Periodic Assessments are only given in English. The students' native language is supported in a variety of ways, i.e. students have access to native language dictionaries, English-native language glossaries, and an assortment of books in their native language.

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

ELLs that are referred to the RTI team for Tier 2 intervention are assessed and monitored over a period of 6 weeks using a research based program. If ELLs do not show improvement during that time period another strategy or program is implemented. If there is not sufficient improvement students are then referred to the RTI team for Tier 3 intervention.

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

The development of a child's second language is considered during planning as we differentiate instruction for ELLs. During ESL content lessons we will build background information, connect prior knowledge, focus on vocabulary in context, utilize hands on activities and visual aides. We teach different reading strategies and have students work in small mixed ability groups.

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?

P.S. 128 does not currently have a dual language program.

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

In order to evaluate the success of our programs for ELLs we, analyze ELL periodic assessments, review monitoring for progress (DRA) results, and use informal teacher observations. We analyzed student progress using NYSESLAT scores to verify if students met their AYP.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When families come to PS 128 to register their child, a Licensed ESL Teacher, or another trained pedagogue, administers the Home Language Identification Survey. An informal interview with the parents and child in English and their native language, if possible, is also conducted. We have several in-house interpreters, who assist in translation when called upon. The in-take team consists of Mrs. Vuono, ESL Teacher, Mrs. Tierno, AIS Teacher, Ms. Diane Savino, IEP Teacher, and Ms. Nancy Lui, Social Worker (Chinese Interpreter, who assists a licensed teaching pedagogue when necessary), all of whom are trained in interviewing new admits. We also use the translation unit, if needed. All kindergarten parents/students need to fill out a new Home Language Identification Survey. Based on the responses to the HLIS, new entrants were administered the LAB-R exam by the ESL teachers to determine eligibility for ESL services. If the parents indicate that a language other than English is spoken by marking at least one item in Section One and at least two items in Section Two, their child is administered the LABR. The testing of eligible students needs to take place within ten days of admission. If a Spanish speaking student scores below proficiency on the Lab-R, the Spanish Lab needs to be administered. In addition, the HLIS are reviewed to determine students' previous schooling, their native language literacy skills and whether they could be identified as SIFE.
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.
If a child scores below proficiency, on the Lab-R, a letter is sent home inviting the parents to attend an ELL orientation workshop where they watch a video about the different programs available. The Orientation Sessions are facilitated by our licensed ESL Teacher and Parent Coordinator. Parents have a choice to watch the video in their native language and/or English. The Parent Orientation is scheduled within the first ten days of admission. A brochure summarizing the different programs is also given to parents in their native language. Translators and the use of the translation unit help parents with any questions they may have. The Parent Selection forms are usually collected at the end of the meeting. If a parent could not attend an orientation, invitations to subsequent orientations are sent. Phone calls are also made to schedule additional Orientation Sessions. In case the parent was unable to attend, we backpack the form into the Communication Folder for the parent's review. As we receive our Program Selection forms back, the parent choices are then entered into ATS. This happens within the first 20 days of admission. Parents choose a program based on their child's needs. The child is then placed in the program of the parent's choice. We keep a running count of how many parents select any given program. In case we cannot place a child into a parent's first choice, we inform the parent about their options. Once parents of 15 students of a common home language on one or two contiguous grade levels select dual language or transitional bilingual education program, in their native language, we will fulfill the parents' wishes by opening that specific program in our school. In addition, a copy of the parent selection forms are on file in the office. If a student scored above proficiency level on the Lab-R, a letter is sent to the parents to inform them that the child is not eligible to receive ESL support services. Additional orientation sessions are scheduled as new students are admitted to our school.
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].)

Students who did not reach Proficiency on the Spring 2013 NYSESLAT received Continued Entitlement letters in September. This letter was sent home with the children to notify their parents that their children will continue in to receive the ESL Services. We verify that all entitlement letter are sent home by using the ESL roster as a guide. The entitlement letters that are sent home are in the family's preferred language of communication. A copy is kept on file as evidence that these letters were sent home. The Parent Selection forms are usually collected at the end of the Orientation meeting. If a parent attends an orientation and does not return the Parent Selection form we follow up with a phone call home. If no survey is returned at the end of all efforts, the default program is Transitional Bilingual Education. If a parent could not attend an orientation, invitations to subsequent orientations are sent. The parent choices are entered into ATS. A copy of the parent selection form is attached to the students' HLIS.

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.

After reviewing the ELL Parent Survey and Program Selection forms for the past few years, the trend has been the selection of a Freestanding ESL Program over any other program. The present Freestanding ESL Program at P.S. 128 is aligned with what parents have been requesting.

At this time P.S.128 does not offer a transitional bilingual program or dual language program. If either program is chosen, parents are informed that if we have a sufficient number of parents whose children speak the same language, on two contiguous grades, requesting a Bilingual Program, we will open such program. Parents are also encouraged to speak to the parent coordinator to find an appropriate bilingual program within the district, which they may choose to transfer their child to.

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.

Prior to administering the NYSESLAT exam, we run the RLER report which identifies all students eligible to take the NYSESLAT and/or LAB R. We cross reference this report with Class Rosters and pre-slugged answer documents which are sent to the school. A record is kept as each student is administered each section of the NYSESLAT. If a student is absent during any sub test, every effort is made to administer the sub-test at a later time, during the NYSESLAT testing window.

Step 1- A letter is sent in advance to parents to inform them of the NYSESLAT assesment and provides them the dates of the assessment.

Step 2- The speaking modality is administered one on one by a teacher that does not service the student.

Step 3- The writing and reading modalities are given in small separete grade level groups. Students with IEPs are refereced for all appropriate test accommodations.

Step 4- Grades K-2 have the listening modality read to them, whereas grades 3-5 listen to a CD and follow prompts.

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. 

According to our ELL Parent Selection forms, the majority of parents chose to have their children in ESL classes. This year 34 out of 41 parents chose the ESL option. Parents who requested bilingual services are offered a program within the district if available. If there are fifteen students within two contiguous grades, who speak the same language, and whose parents request bilingual services, then a transitional bilingual program will be opened and the parents would be notified.

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])?
 - a. P.S.128 provides standards-based instruction to ELLs through its pull-out ESL program in Kindergarten through Grade 5. There are 2 ESL teachers. They are fully certified and copies of their licenses are on file.
 - b. Our Freestanding English as a Second Language Program provides assistance to ELLs using the pull-out program. The students are grouped by grade in heterogeneous classes. The ESL program increases students' English language acquisition through listening, speaking, reading and writing activities, using a Balanced Literacy model and the ESL Standards. The ESL teachers provide professional development to the staff on ESL strategies using the ESL Standards and Performance Indicators, looking at them through the lens of the Common Core State Standards. Planning for students who are in the Beginner, Intermediate, or Advanced levels is ongoing. Multicultural literature will be used to break down ethnic and cultural isolation. The ESL teachers and the classroom teachers articulate and collaborate, both formally (conferencing during preps) and informally, on a regular basis to ensure that the students are progressing. Extra support is given through the Title III program, interactive dictionaries and other related materials.
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)?

Native language support is provided by peer translation, content area glossaries, and dictionaries, as well as, bilingual content area library books. P.S.128 has one full-time certified ESL Teacher and a part-time certified ESL teacher who use the pull-out model to provide ESL services to all eligible students in grades K-5.

We then looked at the data. We reviewed the 2013 NYSESLAT results and ensured that all the mandated hours were met. We reviewed the NYSESLAT results to determine the level of service for the ELLs. Students are provided with the following mandated services: Beginners and Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week and one 45 minute period of ELA instruction per day at least four times a week, for a total of 180 minutes per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

P.S. 128 provides Common Core Standards-based instruction to ELLs through its Freestanding ESL program in grades K-5. Our Freestanding ESL program provides assistance to ELLs using a pull out program. The language of instruction is English. We use differentiated instruction using the four modalities of listening, speaking, reading and writing. These skills are included in instruction on a daily basis. Based upon the findings of the National Reading Panel, ELLs are taught reading through the Balanced Literacy Approach. The Balanced Literacy approach includes reading, writing and an explicit phonics component. Each classroom has an extensive library of appropriate and appealing choices for ELLs. In addition, content area ESL instruction is incorporated into the curriculum. Rigby "On Our Way to English" includes content area theme units as well as content area guided reading books by grade level. Charts, chants, graphic organizers, vocabulary cards, shared reading, and writing all help make Common Core curriculum comprehensible. ELLs also receive AIS services. The interventions will be based upon the Items Skills Analysis of the current NYSESLAT and ELL Periodic Assessments, in order to support the specific area in need. Students are further differentiated by guided reading levels and flexible skill groups.

The ESL teacher uses each grade's curriculum map to plan for content area instruction.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As appropriate, we use bilingual staff and translators to assess students in their native language. Students have the opportunity to take NYS assessments (Math and Science) in their native language if available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

P.S. 128 uses various tools to evaluate all four modalities of English acquisition throughout the year. These tools are: ELL periodic assessments, DRA, NYSESLAT, and teacher observations.

6. How do you differentiate instruction for ELL subgroups?

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

a. At this time, none of our ELLs have been identified as SIFE. Services and programs such as Extended Day, Title III

Afterschool

Program, and AIS intervention will be made available for SIFE students if appropriate.

b. Our plan for newcomer ELLs is to combine learning social English (BICS) along with content area vocabulary through theme instruction. Concrete manipulatives, pictures, video clips, and role playing provide support in all academic areas at different

entry

points. Newcomers also receive an orientation tour of the school and are assigned a buddy. Classroom teachers receive a list of suggested newcomer activities. Students receive content area native language glossaries. Students are afforded the opportunity to work on computers to build language proficiency and beginning literacy skills. Newcomers also attend Extended Day where they receive small group instruction targeted to their individual needs. Since ELLs take the ELA test after one year in a US school, an emphasis is placed on reading and comprehension skills.

c. ELLs with four to six years of service receive scaffolded instruction aligned to the Common Core state standards whenever possible, to help students meet grade level curriculum. Leveled books are used in order to teach skills strategies and content area information. In order to ensure student growth, our plan for these students is to build on academic language using rigorous

content

based projects. Lessons are delivered to address the different modalities of learning. ELLs with 4-6 years of service attend the Extended Day program. They receive small group instruction targeted to their individual needs. They are given extended time on their state assessments and may attend FIAO program. The classroom teacher differentiates to meet the needs of the student.

d. There are no long term ELLS at this time. If there were long term ELL students our plan would be to further analyze academic weaknesses and provide differentiated instruction based upon all data available. Long term ELLs would be invited to attend our Extended Day and Title III programs.

e. Transitional students are given additional support. We ensure that they are part of our extended day program. During this program they receive small group instruction based in individual needs. These students also receive support from AIS teachers

and

differentiated instruction from the classroom teacher. These former ELLs are provided with testing accommodations. They

receive

time and a half to complete the exams for the first two years of becoming proficient.

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 plan for Special Needs students is for the IEP teacher to review each initial IEP and subsequent annual reviews to ensure that all mandated services are provided. If ELL-SWDs have an IEP indicating Bilingual services are needed and no bilingual class is available, then an alternate placement para will be provided until the appropriate placement is found. Concepts will be taught in their native language while ESL services are provided. Teaching is provided through scaffolding, use of visual aids, and charts to aid comprehension. Individual student data is used to target instruction based on each student's specific needs.

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?

Students are grouped heterogenously by grade. ELL-SWD's are always working with their non disabled peers. All students receive differentiated instruction based on student need. Students with Disabilities attend Extended Day. The teachers use the Chancellor's Common Core Curriculum in science, social studies, and math. The students have access to technology and use a Balanced Literacy approach to ensure that reading and writing are differentiated and aligned to the Common Core State Standards for their grade. In addition concrete manipulatives, pictures, video clips, and role playing provide support in all academic areas at all entry points.

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:	0	0	0
Social Studies:	0		
Math:	0		
Science:	0		

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- The intervention services offered in our school are as follows: RTI, Extended Day, and the Title III (English) afterschool program. The interventions are based on the modality analysis of the current NYSESLAT, in order to support the specific area in need. Students are further differentiated by guided reading levels and flexible grouping.
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 NYSESLAT scores, classroom assessments, and the AMAO indicator tool P.S.128 meets the needs of our ELLs in both content and language development. P.S. 128 is predicted to meet AMAO 1 until 2017 and AMAO 2 until 2015.
11. What new programs or improvements will be considered for the upcoming school year?
- P.S. 128 is not considering any new programs for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- English Now will be discontinued because it focused more on BICS and less on higher order thinking.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are invited to attend all activities offered at P.S. 128 including: FIAO, chorus, tap club, and American Ballet Theater. Newcomers are invited to the Title III Supplemental afterschool program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials, including technology that are used at P.S. 128 are: Brainpop, Brainpopjr., Brainpopesl, Ticket to Read, abcy.com, and starfalls.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support during ESL instruction is delivered using content area glossaries and native language dictionaries. Furthermore, at P.S. 128, we have an assortment of books in the students' native languages available to borrow and enjoy at home. In addition, students have access to
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- The bilingual and picture dictionaries are available in every classroom. In addition, each classroom has leveled and age appropriate books that are appealing and interesting for our ELLs. In higher grades, i.e. Grade 3-5, in addition to the dictionaries, students have access to bilingual content area glossaries. In the ESL classroom, students have access to a vast variety of books on different levels that are appropriate for their developmental and linguistic level.
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.
- Before the beginning of the school year, newly enrolled students and their parents are encouraged to visit our school website. They have the opportunity to meet with the parent coordinator and to take a tour of our school. Furthermore, the parent coordinator is able to provide answers to the many questions parents and/or students might have about the school prior to attending. Newcomer ELLs are also invited to the Title III (English) Supplemental afterschool program.
18. What language electives are offered to ELLs?
- There are no language electives offered to any students at P.S. 128 at this time.
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)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- P.S. 128 does not have a dual language program at this time.

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.

1. In order to support our General Education teachers, Special Education teachers, school administrators, all service providers and paras, ELL Lunch and Learns are provided. During Lunch and Learn sessions, teachers receive professional development in all content areas, with a focus on ESL strategies for differentiating instruction. At these professional development sessions, the ELA and ESL standards are stressed to help all students meet the standards and pass state exams. On a regular basis, the ESL teacher articulates and collaborates, both formally and informally, with the classroom and cluster teachers to support ESL instruction. In addition, our Network offers a series of workshops that include ESL strategies. These sessions are attended by several of our staff members.

2. The following is an example of our ELL Professional Development monthly schedule:

September- Supporting Newcomers-folders /glossaries

October- Summary of ESL data

November- Juicy Language for ELLS

December- Differentiating Instruction for ELLS

January- Critical Thinking Skills

February- Getting ready for the NYSESLAT

March- Differentiating poetry for ELLS

April- Content area theme units

May- ESL summer activities

The ELL coordinator is trained in the Common Core State Standards. There is an emphasis on academic language through integrated

ELA, Math, Science, and Social Studies units

3. During a faculty conference the Fifth Grade teachers will be provided with professional development and strategies on helping their students transition from elementary school to middle school.

4. New teachers receive additional specified training throughout the school year. General Education teachers receive 7.5 hours of training and Special Education Teachers receive 10 hours of training. Records of trainings are kept on file in the office and certificates are placed in the teachers file.

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?
 1. ELL Parent Orientation meetings begin in September and are continued throughout the school year as Newcomers enroll in P.S. 128, in order for parents to choose their program options. Parent meetings and workshops, based on topics of interest and concern, are held on a regular basis.
 2. The Parent Coordinator reaches out to the community by hosting special events and distributing translated correspondence. We have a Parent Resource Center, with bilingual materials, available to all parents. There are adult bilingual dictionaries for parents to utilize. We provide materials for parents to help students at home.
 3. Parent surveys, written in the parents native language and English, are used to help choose topics for parent workshops. Parent workshops are held frequently and inform parents about such topics as school initiatives, health and nutrition, assessments, "Book of the Month", computer technology, math workshops, stress management, crafts, and how to help children at home. Translators and the translation unit are available in the major languages of our Non-English speaking parents, for conferences, meetings, and workshops. "Buddy" parents assist at meetings and workshops. Notices for parents are translated into the appropriate native languages through the use of school personnel as translators and the NYC DOE on-line translation site. Translators are available for in-person and phone conferences. All parents are invited to parent meetings and workshops. Evaluation and feedback forms, written in the parents Native language and English, are filled out by all parents attending and are used for planning future workshops. The results of the Learning Environment Survey provides information to evaluate the needs of the parents. Parent Teacher conferences are held twice a year and all parents are encouraged to attend through translated invitations. Book of the Month workshops are held monthly when parents are given the opportunity to read and perform hands on activities as their children would.
 4. Parents are apprised of all school activities and important information (displayed in the various languages) through the use of an up-to-date bulletin board in the main lobby, parent meetings and workshops, school newsletters, class newsletters, notices to parents in the appropriate languages, the NYS School Report Card, and Parent-Teacher Conferences. All of the above workshops, activities, and outreach address the needs of the parents of our school community.

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: The Bensonhurst School

School DBN: 21K128

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JESSICA DRZEWUCKI	Principal		11/1/13
JAYME PERLMAN	Assistant Principal		11/1/13
ROSEANN MONTEMURRO	Parent Coordinator		11/1/13
SARA VUONO	ESL Teacher		11/1/13
	Parent		11/1/13
JACKIE TIERNO	Teacher/Subject Area		11/1/13
DIANE SAVINO	Teacher/Subject Area		11/1/13
PATRICIA GUARNERI	Coach		11/1/13
	Coach		11/1/13
	Guidance Counselor		11/1/13
	Network Leader		11/1/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K128 **School Name:** P.S.128 The Bensonhurst School

Cluster: 06 **Network:** 605

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.

*We use the Home Language Survey to assess need.
*We use information found on ATS - describe BIOS screen.
*We speak to parents upon registration and inquire, with or without translation assistance, what is the best language to meet their needs.

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.

*We have a multicultural community which is made up of several languages. To accommodate our families, we will need to have materials translated into Spanish, Chinese, Russian, Arabic, and Urdu. We find that we must use Translation Services.
*For in person meetings with families, we will need to have bilingual staff members, translation specialists, or phone access for translation services.
*Our teachers have received notice of home languages for children in their classrooms so that they know how many of which things to have translated before sending home and which parent contacts will need to have translation arranged ahead of time. We also inform and collaborate with our Parent Coordinator.
*Student Emergency Cards note home language for staff reference.
*We need to make sure that Part 4 of HLS is completed and entered into ATS.

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.

*We will send written English documents to Translation Services to have them translated into multiple languages.
*For short turnover or emergency situations, designated staff members will assist with document translation.
*Parent volunteers will assist in explaining any written documents that are unclear or were not able to be translated because of backpack dates. We will provide notices in multiple languages on the documents noting that they are important and to have them translated.

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.

*We will contact the Translation Unit over the telephone to provide translation services for our parents.
*When necessary, designated staff members will assist with oral interpretation.
*When necessary, contracted translators will be brought in to assist with large events.

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>.

- *We will download, print, and copy all provided translations of notices from central offices.
- *We will send our own documents to be translated in a timely fashion.
- *When translation is not available within a specific time period, we will include a blurb noting, in multiple languages, that the document is important and should be interpreted by a speaker of the home language and of English.
- *We will ensure that translation, in person or via telephone, is provided for parents during meetings.
- *We will ensure that accurate information is given to the Translation and Interpretation Unit so that large events can be properly staffed with translators.
- *We will ensure that all parents receive the Bill of Parent Rights and responsibilities regarding translation and interpretation.
- *We will ensure that our entranceway includes the required translated "welcome" and information about translation services.
- *We will ensure that we have enough required documents (lunch forms, blue cards, etc) in multiple languages to provide additional copies to our parents and to the families of new admits.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S 128	DBN: 21K128
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
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: 71
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The data shows that we have many newcomers in need of instruction. For this reason, we will offer a Title III After School Program targeting newcomer ELLs. This supplemental Title III money will afford two after school classes for newcomer students.(Class A -grades 1-2; Class B grades 3-5). Both classes will focus on early literacy skills and content area learning. They will provide content area support through building academic vocabulary, visual aids and guided reading. The students will have material presented in different modalities to fit all learning styles. The first class (Newcomers A) will meet once a week on Mondays for 15 weeks from 2:35 to 4:05. There will be 20 students participating in the Newcomer A class. The second class (Newcomers B) will meet once a week on Wednesdays for 15 weeks from 3:25 to 4:55. There will be 18 students participating in the Newcomer B class. The program will run from December 3, 2012 to April 10, 2013, for a total of 30 sessions. The teacher will use data and the Common Core State Standards to differentiate instruction.

A certified ESL teacher will provide instruction in English for this afterschool supplemental program. The teacher will be chosen based upon qualifications.

In addition, an F status, licensed ESL teacher will provide supplemental small group support for 61 Beginner, Intermediate, and Advanced ELLs in grades 3 to 5 in English. This service is above and beyond the mandated ESL units. The teacher will push in during content area instruction. The teacher will use ESL strategies including TPR, alternate text sets, etc. to make classroom instruction accessible for the ELLs participating in this program. She will differentiate student instruction to make it comprehensible to all ELL students. The duration of the program will be from January 3, 2012 through March 14, 2013. The teacher will push in two times a week during the school day for 20 sessions.

The principal is needed to supervise the instructional program because the Title III program will be the only program running in the building and will ensure that the Title III program content is rigorous.

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: New general education teachers receive a minimum of 7.5 hours of ESL training at the school level. New special education teachers receive 10 hours of ESL training at the school level. The CFN and DOE will also provide training to support our ESL team. Common Core Standards are stressed in order to support all students to meet and exceed the standards and prepare them for college and career. On a regular basis the ESL teachers will articulate and collaborate, both formally and informally with the classroom teachers to support ESL students. We offer ESL training through monthly lunch and learns as well as faculty conferences, grade conferences and city professional development

Part C: Professional Development

days. The ESL coordinator has attended seminars to keep up to date with ESL strategies. The ESL coordinator, school administration, or CFN staff will lead the professional development.

Presenters: Sara Vuono and Susan Carey; the parent coordinator, Roseann Montemurro; the Literacy Coach, Patricia Guarneri; Jackie Tierno, RTI teacher; the Assistant Principal, Jayme Perlman; and the Principal, Marcia Robins.

October	Supporting Newcomers/Utilizing the NYSESLAT 2012 Data Instructionally
November	Previewing Vocabulary for ELLs aligned with the Common Core State Standards
December	Deconstruct/Reconstruct meaning for ELLs
January	Critical Thinking Skills using Close Reading and Text Dependent Questions
February	Content Area Theme Units aligned with the Common Core State Standards using UDL
March	Differentiating Poetry and figurative language for ELLs
April	Getting Ready for the NYSESLAT using TDQs/Discussion Techniques
May	Using Technology Resources for ELLs
June	ESL summer enrichment activities for Parent Involvement

Part D: Parental Engagement Activities

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

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

Begin description here:

The Parent Coordinator Ms. Montemurro, sent home a survey to elicit topics of interest to all parents, including ELL parents. Based on survey results, there will be parent workshops to review and understand the Common Core State Standards in both ELA and Math, so that parents can support their children's learning. Parents also request that workshops include information on the Book of the Month that is shared by the entire school community. The books are chosen based on multicultural themes and universal values.

These monthly workshops give parents the opportunity to see how their children learn and foster language development and literacy at home. Translated fliers in the majority languages of the school are used to notify parents of workshops. ELL parents are invited to attend all workshops.

Book of the Month Parent Workshops are continuous throughout the school year. The school reads the book aloud and follows with activities to mimic ones already done in the classrooms at P.S.128. This provides parents an opportunity to experience and learn the strategies taught at P.S. 128.

Scheduled Parent Workshops for the 2012-2013 School Year:

September- Book of the Month "I Like Myself" by Karen Beaumont--Presenter: Roseann Montemurro

October- Common Core Standards-- Presenter: Jayme Perlman and Roseann Montemurro

Part D: Parental Engagement Activities

Book of the Month "Edwina the Emu" by Sheena Knowles

November- Ticket to Read--Presenter: Patricia Guarneri, Coach and Roseann Montemurro

Book of the Month "The Dot" by Peter H Reynolds

December- Holiday Culture Share- Parents share information and food about their varied holidays.

Book of the Month "The Gift of Nothing" by Patrick McDonnell-- Presenter: Roseann Montemurro

January- ARIS Parent Workshop-- Presenter: Roseann Montemurro and Marcia Robins

Book of the Month "Cookies Bite Size Life Lessons" by Amy Krouse Rosenthal

February- How to help your child prepare for the ELA/Math State Exams-- Presenters: Roseann Montemurro, Jackie Tierno, Jayme Perlman, and Marcia Robins

Book of the Month "Happy 100th Day" by Susan Milord

March- Technology for Parents-- Presenters: Barri Feibischoff, Jackie Tierno, and Roseann Montemurro

Book of the Month "On the Same Day in March", by Marilyn Singer

April- Family Math Night-- Presenters: Jackie Tierno and Jayme Perlman

Book of the Month "Knuffle Bunny Free", By Mo Williams

May- Family Literacy Night-- Presenters: Patricia Guarneri, Jayme Perlman, Marcia Robins, Jackie Tierno, Sara Vuono, Susan Carey, and Roseann Montemurro

Book of the Month "If You Give a Cat a Cupcake", by Laura Numeroff

June- How to Prepare Your Child for Summer...Connecting Summer Fun and Education--Susan Carey, Sara Vuono, and Roseann Montemurro

Book of the Month "Verdi", by Janell Cannon

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)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • 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		