



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS/MS 123 MAHALIA JACKSON
DBN (i.e. 01M001): 05M123
Principal: MELITINA HERNANDEZ
Principal Email: MHERNAN5@SCHOOLS.NYC.GOV
Superintendent: GALE REEVES
Network Leader: DANIEL FEIGELSON

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
Melitina Hernandez	*Principal or Designee	
Ernestine Augustus	*UFT Chapter Leader or Designee	
Hope Scott	*PA/PTA President or Designated Co-President	
Laverne Fox	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	
Thelma Thomson	Member/ Teacher	
Winifred Jackson	Member/ Teacher	
Kim Capers	Member/ Teacher	
Deborah Graff	Member/ Parent	
Ms. Fowler	Member/ Parent	
Ms. Rodriquez	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 05M123

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	602	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	19	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	29	# Music	14	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.8%	% Attendance Rate			89.2%
% Free Lunch	91.4%	% Reduced Lunch			3.3%
% Limited English Proficient	21.5%	% Students with Disabilities			16.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American			59.4%
% Hispanic or Latino	35.4%	% Asian or Native Hawaiian/Pacific Islander			1.7%
% White	2.3%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	9.08	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			8.5%
% Teaching with Fewer Than 3 Years of Experience	8.5%	Average Teacher Absences			7.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.5%	Mathematics Performance at levels 3 & 4			5.0%
Science Performance at levels 3 & 4 (4th Grade)	80.0%	Science Performance at levels 3 & 4 (8th Grade)			16.7%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

The prior year's SCEP allowed PS/MS 123 to set goals to improve instruction for all students. To that end the school began on a journey that is our focus as we continue the important work this year. Thus, aligned with Goal #2 of the 2012-2013 SCEP, students at PS/MS 123 have increased access to Common Core aligned curricula. Teachers now meet weekly during grade-level team meetings, during inquiry team meetings, and have common preparation periods during which to plan lessons. The school has purchased classroom libraries, granting students access to a wider range of books accessible to all reading levels. Literacy Support staff developers work with teachers throughout the school to engage students in literacy activities and gain a love for reading. The Accelerated Reader computer literacy program provides benchmarking reading level data and ongoing reading comprehension tests.

Aligned with Goal #3 of the 2012-2013 SCEP, teachers have been trained in the Wilson Reading, Inc. program in order to provide pull-out and push-in services related to students' developing word attack skills. We are ensuring that students receive the interventions necessary for academic success. This program, also utilized during extended day, supports low-level readers by providing access to the curriculum.

Aligned with Goal #4 of the 2012-2013 SCEP, training by Ramapo for Children, Inc. Supports teachers and students in developing positive classroom and behavior management strategies so that all classrooms are responsive learning environments for all students.

Describe the areas for improvement in your school's 12-13 SCEP.

Implementing a CCLS aligned curriculum across the core subject areas will be a focus for the 2013-2014 school year. Lesson plans and assessments will be differentiated while students are given opportunities for higher order thinking.

Extended day teachers received support in preparing lessons that are engaging and incorporate questions and tasks that require higher-order thinking. (See Goal 2 below.)

PS 123 provided two extended-day instructional programs to address achievement outcomes for students who have fallen behind grade-level benchmarks in reading.

These students were organized into groups for a thrice-weekly extended day activities that supplement mandated academic intervention services. Groups include no more than eight students, grouped by common needs.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

- Last year was a year of transition for the administrative team. As of April 2013 a newly hired principal took over the management of the school and worked to implement the existing SCEP
- Our student population, many of whom reside in temporary housing (twelve domestic violence shelters in the immediate vicinity), adds to a high mobility rate, either enrolling or leaving the school throughout the course of the school year. They also challenge the school as chronic non-attendees, impacting their success and our ability to meet their needs

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

New principal started in April 2013 which contributes to an incomplete assessment.

Were all the goals within your school's 12-13 SCEP accomplished?

	Yes	x	No
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If all the goals were not accomplished, provide an explanation.

2012-2013

The author of the prior year's SCEP retired mid-year. The school was without a full time principal for approximately four months.

Did the identified activities receive the funding necessary to achieve the corresponding goals?

	x	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

- Our temporary housing students, many of whom are our most needy, provide a challenge in terms of lack of continuity, and attending on a regular basis. Parents are often side-tracked with trying to secure permanent housing, and student attendance becomes erratic. Core curriculum materials were delivered two months into the school year, limiting access early enough to the materials to develop a quick start to our work around presenting a coherent Common Core aligned curricula. We are now fully immersed in the work, using all available teacher time to surmount the initial obstacles.
- The need to identify students for small group instruction and targeted strategies groups to support at risk learners, lowest third and relevant sub-groups including ELL's and SWD's

List the 13-14 student academic achievement targets for the identified sub-groups.

- To ensure that by June 2014, students in targeted groups (ELL and Level One & Two) will increase in student performance as a result of differentiated instruction as evidenced by Extended Day pre- and post-assessment data
- To ensure an increase in ELL and SWD student achievement in ELA and Mathematics by 5% as evidenced by the number of ELL & SWD students performing at proficiency levels (3 & 4) as demonstrated by the NYS ELA and Mathematics exams.
- To ensure by June, 2014, students will demonstrate increased performance according to results of pre- and post-task assessments connected to specific Common Core Literacy and Math curriculum units.
- To ensure students in K-3 will demonstrate at least one level increase on the Fountas and Pinnell Running Records by January, 2014 and a second level increase by June, 2014.

Describe how the school leader(s) will communicate with school staff and the community.

- Principal communicates through weekly staff notes stating school-wide instructional expectations and assessment protocols
- Curriculum leaders: Assistant Principals, coaches and consultants attend weekly grade meetings
- Short, frequent observation cycles leading to actionable feedback conducted by administration to ensure clear communication of instructional expectations
- Coaches and AP debrief with principal daily and weekly
- Teachers submit team minutes and professional development reflections to communicate the next steps of implementation
- Parent weekly memos addressing new school systems, common core workshops and program briefs
- Auto-messenger phone system calls to parents regarding updates, school info, workshops, calendar dates, attendance concerns, enrollment and expectations of enrichment programs: (Chess, 21st Century Leadership students and Ogilvy Future Marketers), and as needed to selected parents
- School leadership meetings with all constituents participating in shared decision making and school reform
- Student progress reports and computerized report cards

Describe your theory of action at the core of your school's SCEP.

We as a school community are dedicated to creating a strong instructional and curricular foundation, focusing on academic behaviors, productive struggle, and student-to-student discourse, so that students will see success, attendance will improve and academic achievement.

Describe the strategy for executing your theory of action in your school's SCEP.

- Purchase and use of Common Core aligned curricula
- Professional Development for all staff including teachers, paraprofessionals, and administrators
- Frequent cycles of classroom teaching using the Danielson Framework for Teaching as the basis for identifying effective teaching practices
- Holding students accountable for their actions with suitable consequences
- Involving parents as partners in their children's education

List the key elements and other unique characteristics of your school's SCEP.

Our school services over twelve domestic violence shelters with a high transient population so that our school register is fluid throughout the school year. Many of these students come into PS/MS 123 with interrupted education.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- Our school now has 3 assistant principals, as compared to two in the prior year, each overseeing grade level groups and tracking progress toward achieving our goals by supporting teachers and improving instructional practice using the Danielson Framework and ADVANCE resources.
- Our consultant literacy coaches work with teachers weekly to ensure clear understanding and follow-up on high leverage teaching practices.
- Our data inquiry leader collects and tracks data so we can accurately analyze and make adjustments to our practices.
- Ramapo continues to work with teachers and track progress in effectively addressing classroom management and behavioral concerns.
- We have defined teacher teams meeting regularly to review student work and data, and inform planning
- We have created a vertical instructional cabinet, meeting regularly, to further our work in designing rigorous and challenging lessons and tasks for our students
- We reach out to our Network for needed support

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Further refine the development of the curriculum to reflect alignment with key standards and Common Core learning tasks that increase rigor and cognitively engage all learners. (1.1)

Although academic tasks at times emphasize higher order skills, tasks are not consistently rigorous enough to challenge students performing at varied ability levels especially students in self-contained special education classes. School leaders and staff embrace the support from consultants and network team members who help them make changes to the curricula to integrate CCLS into English language arts and math units of study. This is a work in progress as teacher teams continue to make further adjustments regarding the balance of informational and literary texts across a range of disciplines. Texts are not always sequenced to build knowledge about specific topics and subjects and tasks are not always adequately challenging for the grade, resulting in an achievement gap across multiple levels. (QR 12/11/2012 page 6) (Tenet 2.2 and 2.3)

Develop teaching strategies to support practices that encourage and demonstrate deep thinking so that all students are fully engaged in their learning. (1.2)

Some teachers prepare lessons that target the specific needs and strengths of students and employ strategies that address a range of student ability levels. This however, is not the practice in every class; therefore not all students receive the academic support necessary to accelerate their learning. Additionally, although students sit in groups, teachers do not always use formative data to make assignments or to develop appropriately challenging tasks. As such, most teachers do not yet plan lessons that demonstrate sufficient engagement in higher order thinking so that meaningful work products demonstrate activities that stretch the thinking of all learners including English language learners, students with individual education plans and those performing at the highest achievement levels.

Teachers are beginning to employ open-ended questions to spark discussions and students in some classrooms are questioning each other’s assumptions and ideas. However, this is not consistent; in many classrooms questions and answers are most often between teacher and individual student. Consequently, thought-provoking questions, conversations that give students the chance to support their views with evidence, change their minds and use questions as a way to learn more, are not yet the norm across grades. (QR 12/11/2012 page 5) (Tenet 3.2)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader’s vision	x	2.3 Systems and structures for school development
x	2.4 School leader’s use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, school-wide staff will implement a comprehensive grade-specific CCLS aligned curriculum (ReadyGen, Expeditionary Learning) in ELA with lessons to meet the needs of our students, measuring student growth by monitoring performance and progress on Performance Based Assessments, growth charts and authentic student work.

Instructional Strategies/Activities

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

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

1. Through strategic professional development conducted by the Principal and Assistant Principals in collaboration with Literacy Support consultants, coaches, and Network Support, 100% of ELA teachers will develop and implement curricula (units and tasks) that are Common Core aligned in order to provide rigorous and effective curriculum and instruction for all students.
 - a. PD will focus on student engagement and small group instruction including cooperative learning strategies differentiated for Special Needs and ELL students.
 - b. Teachers will receive support in preparing lessons that are engaging and incorporate questions and tasks that require higher-order thinking using Hess' Cognitive Rigor Matrix and Webb's Depth of Knowledge.
2. Teachers will track student reading progress using Fountas and Pinnell Running Records which will be administered 3 times throughout the school year.
 - a. Teachers will receive training on administering Fountas and Pinnell Running Records
 - b. Data inquiry leader will collect and analyze student progress on each Running Records administration
 - c. Teachers will utilize new classroom libraries to provide "just right" reading books for students
3. Teachers will analyze CCLS-aligned end-of-unit assessments using the Analyzing Student Work Protocol during grade level meeting to adjust instruction to meet student needs and address student areas of weakness.
4. PS 123 will use two extended-day instructional programs to address achievement outcomes for students who have fallen behind grade-level benchmarks in reading.
5. First, PS 123 has identified returning students in the school's lowest-third for targeted, extended learning opportunities. Of these students, 122 have individualized education plans, are English language learners, or both. These students have been organized into groups for a thrice-weekly extended day activities that supplement mandated academic intervention services. Groups include no more than ten students, grouped by common needs. While all of these students are served in extended-day instruction from December through April.

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

1. Weekly grade level team meetings conducted by Principal, Assistant Principal and Literacy Support coaches will focus on looking at student data, and analyzing student strengths and weaknesses in order to inform instructional adjustments.
2. Data Inquiry Leader will collect and analyze school-wide F&P data. All ELA teachers will administer F&P.
3. Grade team leaders will lead the Analyzing Student Work protocols. Assistant principals and principal will follow-up by attending meetings and providing feedback.
4. AIS teacher will conduct push-in/pull-out for targeted students during the school day. Identified teachers will work with targeted students during the extended day programs with supplemental materials purchased with the direct purpose of providing students with additional ways to access the curricula

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

1. Weekly instructional cabinet meeting with Principal, Assistant Principals, and a grade representative from each grade to define teacher effectiveness practices which promote rigor, high-levels of engagement and define student work protocols in an effort to build capacity in the grade level team meetings. Ongoing cycles of observation will monitor teachers' implementation of PD.
2. Monitoring student progress through multiple assessment measures at identified intervals. Teachers will chart progress of students.
3. Instructional cabinet will create and implement a student work protocol to use at grade level team meetings
4. Teachers will use Fountas & Pinnell data to plan groups for Extended day and monitor progress

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

1. September through June teachers will implement CCLS aligned curriculum and related assessment measures.
2. Fountas & Pinnell will be administered thrice yearly (September/October, December, and May)
3. September through June teachers will analyze student work and make instructional adjustments.
4. November through April/April – June targeted students will be offered Extended Learning Time

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

1. Principal and APs will conduct short, frequent observations to ensure CCLS curriculum is being implemented on a daily basis.
2. Fountas & Pinnell assessment training and data collection to strengthen data driven decision making. Classroom libraries and leveled libraries to support all learners: ELL's and lowest third student with supplemental text to support learning.
3. Grade level meetings will occur during common planning time. All teachers will use the Analyzing Student Work protocol across grade levels.
4. Assistant principals will monitor Extended Day instruction and student performance on MOSLs

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		X		PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Build upon the teacher observation and feedback process to ensure effective feedback and closer alignment to the common teaching framework to elevate teaching practices. (4.1)

- School leaders share verbal comments and a researched based tool is used to provide informal written feedback. However, next steps are not consistently aligned to the tool, and feedback is not suitably effective as it doesn't cite evidence from student work, instructional practices or other data sets. As such, at times, teachers do not receive actionable feedback. This results in missed opportunities to accelerate teacher growth and student outcomes.
- Teachers participate in external and internal professional development opportunities. However school leaders do not yet consistently use observation data and teacher input to drive professional development opportunities. Consequently, they are missed opportunities to help teachers achieve optimal levels of performance and reach their own personal goals and impact student learning. (QR 12/11/2012 page 5) (Tenet 4)

Review Type:	Quality Review	Year:	20-13-2014	Page Number:	5	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to improve teacher practice aligned with the Danielson Framework school-wide, the administration will conduct weekly short frequent observations to observe pedagogy, to ensure that all classroom teachers effectively address the needs of our relevant subgroups, including the lowest 1/3, ELLs, and SWDs, actionable feedback will be provided and evidence of such will be available on the Advance platform.

Instructional Strategies/Activities

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

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

1. The school will implement ADVANCE: Teacher Effectiveness System across all disciplines (September 2013 –June 2014). Administrators will engage in short, frequent cycles of classroom observations utilizing Danielson’s framework and will provide feedback to increase effectiveness of instruction.
2. The school will offer Professional Development to teachers during professional development days and inquiry meetings around best practices, including how to use assessment to inform instruction and incorporating the effective strategies as outlines in the Danielson Framework.
3. Teachers will create yearly goals aligned to the Danielson Framework to guide their instruction and student progress with a keen eye to our relevant subgroups: SWD, ELL and lowest third.
4. Administration will create teacher profiles/action plans that include individual challenges, strengths, and next steps to guide professional feedback and conversations.
5. Professional Development will be provided by an English Language Learner certified coach and teachers will attend citywide offerings

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

1. Assistant principals will conduct a minimum of 2 Short Frequent Observations per day, providing timely feedback to teachers regarding their observation.
2. The school will hold weekly team meetings conducted by administration that will focus on effective teaching practices in accord with the Danielson rubric, differentiation of instruction based on student need, analyzing student data to inform lesson planning, and development of an using formative and summative assessment to identify targeted needs and plan lessons.
3. Teachers will write annual goals to be reviewed by principal and assistant principal.
4. Assistant principals will create teacher profiles as a support plan for teacher development
5. Network support English Language Learner coach will work with staff to help build capacity

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

1. Assistant Principal and Principal will support teachers reaching identified goals through school-wide, grade-wide, and individual coaching professional development. Administration will conduct ongoing monitoring based on frequent cycles of observations and track teacher progress. These observations will be logged into ADVANCE as well as onto a school-generated platform.
2. Teachers will use data to recommend students to additional support services including Extended Day Tuesday and Wednesdays (18 weeks/ 4 hours per week) as well as Saturday Academy (15 Saturdays/3 hours); and./or After School Targeted instruction Program (2 days a week, 2 hours per day; for 18 weeks).
3. Short frequent observation feedback using ELL students LAP results to impact of effective teaching on student performance
4. Administrators will monitor teacher practice via ongoing feedback and provide ensure professional development opportunities are available
5. Review student performance on running records, student writing, periodic assessments, formative tests, LAP and IEP goals

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

1. September –June informal and formal observations and collection of artifacts
2. December-June grade level team meeting minutes and observation feedback
3. October-June according to citywide ADVANCE
4. Profiles will be created after several observations and timely interactions with teachers scheduled to review strengths, weaknesses and next steps
5. December-June Network coach scheduling

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

1. Fountas & Pinnell training to strengthen assessments and data driven decision making practices as outlined in Danielson 3d Using Assessment in Instruction
2. Grades K-2 groups and grades 3-5 groups split into smaller groups for intense support and differentiation
3. Staff trainings, discussion of common practices and protocols discussed at Inquiry meetings and grade level team meetings
4. Using Danielson, talent coach and network support staff to calibrate and refine evaluative lens of administrators
5. Research based teaching methods, planning templates and student resources shared

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Further refine the development of the curriculum to reflect alignment with key standards and Common Core learning tasks that increase rigor and cognitively engage all learners. (1.1)

Although academic tasks at times emphasize higher order skills, tasks are not consistently rigorous enough to challenge students performing at varied ability levels especially students in self-contained special education classes. School leaders and staff embrace the support from consultants and network team members who help them make changes to the curricula to integrate CCLS into English language arts and math units of study. This is a work in progress as teacher teams continue to make further adjustments regarding the balance of informational and literary texts across a range of disciplines. Texts are not always sequenced to build knowledge about specific topics and subjects and tasks are not always adequately challenging for the grade, resulting in an achievement gap across multiple levels. (QR 12/11/2012 page 6) (Tenet 2.2 and 2.3)

Develop teaching strategies to support practices that encourage and demonstrate deep thinking so that all students are fully engaged in their learning. (1.2)

Some teachers prepare lessons that target the specific needs and strengths of students and employ strategies that address a range of student ability levels. This however, is not the practice in every class; therefore not all students receive the academic support necessary to accelerate their learning. Additionally, although students sit in groups, teachers do not always use formative data to make assignments or to develop appropriately challenging tasks. As such, most teachers do not yet plan lessons that demonstrate sufficient engagement in higher order thinking so that meaningful work products demonstrate activities that stretch the thinking of all learners including English language learners, students with individual education plans and those performing at the highest achievement levels.

Teachers are beginning to employ open-ended questions to spark discussions and students in some classrooms are questioning each other's assumptions and ideas. However, this is not consistent; in many classrooms questions and answers are most often between teacher and individual student. Consequently, thought-provoking questions, conversations that give students the chance to support their views with evidence, change their minds and use questions as a way to learn more, are not yet the norm across grades. (QR 12/11/2012 page 5) (Tenet 3.2)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5 and 6	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, school-wide staff will implement a comprehensive CCLS (Houghton Mifflin: Go Math and Pearson Connected Math3) aligned curriculum in mathematics in all grades as measured by Performance Based Assessments, as evidenced in Short Frequent Observations in the Advance Platform, teacher lesson plans, assessment rubrics and student work.

Instructional Strategies/Activities

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

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

1. Teachers will use a variety of benchmark assessments in math unit pre-tests and periodic baseline assessments to measure students' levels of performance and ongoing progress.
2. PS 123 has identified returning students in the school's lowest-third for targeted, extended learning opportunities. Of these students selected, a significant majority are SWD, English Language Learners, or both. These students have been organized into groups for a twice-weekly extended day activities that supplement mandated academic intervention services. Groups include no more than ten students, grouped by common needs. While all of these students are served in extended-day instruction from December through April, an April-June program will enable students who have the most acute struggles in their reading to continue extended-day learning into the final month of school – in smaller group sizes than the school's more general extended-day activities.
3. Administrators will conduct short, frequent observations of mathematics classrooms to ensure implementation of the CCLS-aligned curriculum as well as collect lesson plans and provide feedback to teachers.

4. Mathematics teachers will conduct student work analysis during inquiry team meetings to inform instructional adjustments especially for students in subgroups: ELL, lowest third, SWD and high achievers.
5. Instructional cabinet will take a closer look at how teachers and students are building mathematical fluency across grades as stated in the Instructional Shifts for Math as a foundation for developing abstract mathematical reasoning.

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

1. Data specialist/math coach will support teachers by providing resources, coaching sessions, and ongoing support to assist in the implementation of CCLS curriculum
2. Administrators and teachers will analyze results and choose which students should receive extra services
3. Administrators, coaches and instructional cabinet will plan Professional Development opportunities.
4. Grade teams, interdisciplinary teachers in Middle School will share math strategies and use planning opportunities to broaden their knowledge base and teacher practice.
5. Vertical teams comprised of teachers across disciplines and grade levels discuss methods of effective implementation of math curriculum

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

1. Teachers will monitor end-of-unit assessments for each math strand with particular focus on how students perform on multistep word problems.
2. Administration and teachers will analyze results from PBA's and periodic assessments for student progress
3. Teacher effectiveness ratings averages tracked on specific domains to monitor improvement and effectiveness of practice
4. Performance of targeted subgroups on MOSL's, PBA's and end of year assessments used to inform instruction
5. Students ability to compute accurately and solve multi-step word problems in PBAs and MOSLs

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

1. September-June teachers will implement the new CCLS aligned curriculum and assessments.
2. November- April students will be invited to Extended Day based on performance.
3. Ongoing throughout the year from October to June according to ADVANCE timeline and protocols
4. October to June teachers, administrators and coaches will analyze work and adjust instruction according to patterns
5. November-June teachers, administrators and coaches monitor and discuss ongoing student performance and make adjustments as needed to support all students

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

1. Curriculum websites and supplemental text such as Rally test prep and Rally Math Success will augment the curriculum and provide differentiation for ELL and students in the lowest third.
2. Skills and strategies based curriculum will be made available to students struggling with basic number sense to build fluency
3. Teacher professional development opportunities will be made available according to Citywide Instructional offerings regarding new CCLS curriculums
4. Using student work protocol teachers will discuss patterns and plan next steps in Instructional cabinet, inquiry meetings and grade level teams
5. In collaboration with math coaches and instructional cabinet team members, teachers will plan targeted instruction.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

school is a safe place which cultivates effective partnerships and students appreciate the high level of support they receive that fosters their personal and

academic development. (1.4)

- Students readily embrace the school's theme "College is not a dream, it's the plan" and all efforts to support students' needs are guided by this unifying mission which supports the school's goals. A deep sense of trust and respect permeates the entire school community. Students and parents appreciate that they can turn to teachers, the guidance counselor and social workers to help resolve personal issues and concerns that interfere with learning. A review of incident and suspension reports encouraged school personnel to apply for the Achievement Mentoring Program which is coordinated by Princeton Center for Leadership Training and focused on assisting school personnel with developing prevention strategies and student incentives. Progress notes on individual students in the program show good outcomes. This initiative, in addition to the Big Brother, Big Sister mentoring program, meets the social-emotional needs of students and has resulted in a substantial decline in suspension rates especially at the middle school level. Grades six to eight class representatives serve on the Principal's Advisory Council and provide advice and feedback to the principal on school policies and events. Additionally, select students facilitate school level presentations, edit and publish the student newspaper, as well as create online portfolios with the assistance of staff from one of the school's partnerships. Students also deliver morning announcements to their peers with a daily college advisement message. Their input has led to specific "dress down" days, a cleanliness campaign and they are presently providing feedback to school administrators on ways to foster student engagement in the classroom. Such active participation in shaping school wide decisions helps to support the development of leadership skills and bolster students' self-esteem as evidenced by classroom visits and conversations with students.
- The school's Pupil Personnel Committee meets each Wednesday. Staff know individual students by name and have developed close confidential relationships with a number of students. The school's partnership with Graham Windham coordinates well with school based support structures to address the social-emotional needs of students and their families. Students who receive homework help and tutoring are demonstrating better academic success in class. Attendance team members have developed a laser-like focus when reviewing attendance data. Noted trends result in focused interventions and rewards such as home visits, phone calls, assemblies and student recognition on bulletin boards. Individually targeted students are meeting with greater academic success as noted in their work folders since they now avail themselves of in-school and after school support structures. These targeted efforts resulted in the overall annual attendance growth from eighty eight to ninety percent as well as a notable decrease in the number of tardy students and a decline in the referral rate to citywide agencies. (QR 12/11/2012 page 3) (Tenet 5)

Review Type:	Quality Review	Year:	2013-2014	Page Number:	3	HEDI Rating:	Well Developed
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to address the social-emotional needs of students, the school will implement a comprehensive support program that results in increased student attendance, as evidenced by ATS attendance reports, reporting behavior forms and PPT forms.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Ramapo consultants will provide workshops and a series of coaching sessions for staff and students on topics ranging from classroom management and establishing positive classroom cultures
 2. Special school programs: Chess-in-a-School, STUDIO, 21st Century theatre, and leadership groups, will cultivate positive interactions and serve as a motivator for student participation, attendance, and belonging to a larger community.
 3. Deans, Social Worker, Graham Windham mental health partnership and SAPIS worker will collaborate during Achievement Mentoring meetings and PPT meetings to support specific students with patterns of behavior issues. PBIS and SWIS monitoring system will be utilized to engage students in positive academic and behavior practices and track student academic and behavior progress
- B. Key personnel and other resources used to implement each strategy/activity**

1. Administrators will meet with coaches at goal setting meetings to plan targeted supports for teachers
2. Teachers will co-teach in Studio and fully participate in class activities
3. Administrators, Dean and Assistant Dean Teachers and Social Workers will attend PPT meetings weekly and follow-up with service providers to ensure student interventions are effective
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Monitoring program attendance and Friday attendance as a measure of motivation and school participation
2. Using School Wide Information System (SWIS) and student report cards to track and evaluate academic and behavior.
3. Using OORS to identify trends in student behavior and to identify next steps to support improvements in personal and academic behaviors.
D. Timeline for implementation and completion including start and end dates
1. Ongoing throughout the school year
2. November-June Chess-in-a-School programs and Studio in a School arts program will meet weekly with designated classes. In June, end of year celebrations will highlight students who participated.
3. Ongoing throughout the school year
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Coaching sessions with follow-up with principal and teacher coaching notes
2. Teachers work with outside agencies such as The Leadership program, Graham Windham, YMCA and Hip Hop for Life.
3. Bi-weekly PPT meetings track and analyze student progress to make programmatic adjustments

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
School leaders develop and share clearly articulated goals with the school community to support social-emotional growth and foster student learning. (3.1)			
<ul style="list-style-type: none"> School members help shape the school's goals which then are shared with teachers and families via the staff and parent handbooks. The school community is cognizant of and embraces the School Improvement Plan. Teachers set class goals in the lower grades. At the upper grade level students set their own broad learning goals and are encouraged to be accountable for their own learning. The staff has developed a list of struggling students as well as those requiring enrichment, resulting in targeted assistance during the day and afterschool. As such, there is a shared accountability resulting in commitment to needed improvements noted in the school's goals. (QR 12/11/2012 page 4) (Tenet 6) 			
Review Type:	Quality Review	Year:	2013-2014
Page Number:	3	HEDI Rating:	Developing

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, in order to increase parent and family engagement, the school will implement a comprehensive community engagement program as measured by a 10%	

increase in attendance at parent meetings and worksheets as evidenced by the attendance sheets and agendas from parent meetings, workshops, and parent-teacher conferences.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Parent Engagement workshops provided by Hip Hop for Life will offer health, wellness, cultural outings, and enrichment.
2. Parent coordinator and Social worker ongoing outreach to shelters to ensure referrals, placements and support for families in crisis.
3. Communication to parents in the form of weekly memos addressing new school systems, common core workshops and other programs. Auto-messenger phone system calls parents regarding updates, school info, workshops, calendar dates and attendance concerns.

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

1. Community Based Organization Graham Windham and Hip Hop for Life along with Parent Coordinator and Administration will coordinate workshop dates and parent communication.
2. Parent Coordinator and Social Worker contacts shelters as part of outreach to ensure smooth transition and ongoing support
3. Administration will issue memos, and automated phone messages to communicate ongoing school activities. Administration will use venues such as SLT and/or parent association meetings to share information.

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

1. Parent participation will increase by 10% as evidenced by attendance sheets and parent conference sign-in documents
2. A 5% increase in parent participation as evidenced by attendance sheets and parent conference sign-in documents
3. Decrease in students lateness and absenteeism as evidenced by month and yearly attendance percentages

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

1. November to June twice a month parents will have an opportunity to participate
2. Ongoing process from September to June
3. September to June memos to parents and phone messages

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

1. Afterschool meetings will be held to accommodate working parents
2. Scheduling attendance meetings in addition to PPT meetings and afterschool programs for parents
3. New telephone automated messenger system

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1. The Expanded Learning program will provide students with a range of academic and enrichment experiences to support and increase student performance in ELA by 1-2 reading levels, Math achievement by 5%, and foster social emotional development and team building to create a sense of community so that student attendance improves and supports academic achievement.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Small group instruction to address individual student needs
2. Targeting students in the lowest third, SWD, ELL's, and newly transitioned students, to participate in academic enrichment classes afterschool and Saturday Academy
3. Research-based technology Success for All and Literacy Program Achieve 3000 to track student progress in reading non-fiction text
4. **Enrichment provided by 21st Century grant partnership incorporating the arts as a self-expression, communication, self-awareness, and college readiness**
5. **Vaughn University partnership will foster college and career readiness workshop for students in the area of STEM based professions: Aeronautics, Engineering, and Robotics**
6. **Chess in a School meets once a week promotes strategic thinking and sportsmanship.**
7. **Use of the Wilson program to engage students developing in phonemic word attack skills**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Teachers will provide small group instruction based on assessment data and informal observations
2. Administrators, Service Providers, ELL, SPED, and classroom teachers, will analyze various sources of data to choose students for the ELT program
3. Classroom teachers will assign work relevant to the performance level of students as a result of the review of available data from computer-based systems and continue to add challenging tasks to ensure students receive well-matched differentiated instruction
4. Teachers will provide tutoring
5. Leadership Program will provide enrichment
6. School administration, teachers, and Vaughn University coordinators will plan and attend college tours and demonstrations of technology.
7. Teachers and Chess in a School personnel will work collaboratively during clubs and weekend tournaments.

C. Identify the target population to be served by the ELT program.

1. At-risk, SWD, ELL, and students in the lowest third will be targeted for Tier One and Tier Two interventions to support continued progress.
2. Data driven student selection of students in grades 1-8 for Tuesday, Wednesday program and grades 3-8 for Saturday Program
3. All students in grades K-8 will have Success for All available during school and at ELT (grades 1-8).
4. Middle school students will engage in Achieve 3000 learning.
5. Middle School students will be invited to the 21st Century programs
6. Grades 6-8 will be invited to attend the college tours
7. Open selection by interest, previous experience, and students already participating in Chess class during the school day.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century		Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded	X	Grants		In Kind		

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

21st Century and SIG grant funds will be utilized to support ELT

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

The Leadership will provide student awareness, and enrichment.
Chess in a School partnership

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

The scheduling and use of the partnerships as resources will be such that each of them will provide their service as per an identified schedule. Additionally, although these programs overlap, they will involve different targeted students.

I.e. During targeted instruction days the Leadership Program meets students after the targeted instruction time.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Many if not most of our students come to school with both academic and personal/social learning needs. In an effort to reach our students at their present level of performance, and provide them with suitable rigorous and challenging experiences to elevate their learning, and help them reach their potential, PS/MS 123 has designed an Extended Learning Time program that is multi-pronged. During our two day a week afterschool program, we invited 200 students to attend. We service them in small classes, where teachers have been provided with supplemental materials that are engaging and support student learning common core aligned tasks. We are focusing on developing basic skills and strategies that students can take back to their everyday classroom experiences in order to help them and encourage them to be engaged and work harder to succeed. In addition, teachers address students' social/emotional needs by recognizing their gaps in learning and providing encouragement and supports to improve via high levels of student engagement activities. Student behavior is an important aspect of success and teachers monitor and reward this on an ongoing basis as a way to ensure students stay focused and on target.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

After-school extended day, clubs, leadership mentoring programs - all involve students in a multi-pronged approach for extended instruction and positive behavior intervention

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Teachers receive information about skill level of targeted students that is used to inform small group instruction during ELT. For enrichment, students sign up for and participate in clubs suitable to their interests

D. Are the additional hours mandatory or voluntary?	X	Mandatory		Voluntary
--	----------	------------------	--	------------------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

The school communicates the importance of attendance. Teachers and administrators effect a diversified approach to ensuring that students attend regularly. Letters of program implementation are sent to parents and parents are required to sign for students to be enrolled. On-going follow up via teachers, administrators, parent coordinator for outreach efforts to encourage attendance and ongoing participation. Parents are invited in to conference with teachers in order to gain a clear understanding of program protocols and expectations.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

We are very focused on providing suitable interventions for our targeted students. Many of our students have been invited to participate in more than one ELT program in order to maximize services to support student learning. Our programs are tailored to the specific needs of the students, and materials that were purchased were carefully chosen so as to supplement our daily instruction – and varied for each of our programs so students have multiple ways to access the curriculum/

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Teachers will administer ongoing student assessments, and we will continually look at authentic student work to monitor progress.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson Reading Reading and Writing Skills CAFÉ Saturday Academy Provides students performing at Level 1 and 2 (State ELA 2012) with targeted instruction specific to needs identified in interim assessment item analysis.	After School Extended AIS Teachers work with small groups of students to further develop skills reflected in the data as areas needing improvement .	Morning twice a week (Tuesday & Wednesday) Afternoon twice a week Saturday 8:30-11:30am
Mathematics	Extended Day Program Rally Math and Go Math Saturday Academy Provides students performing at Level 1 and 2 (State Math 2012) with targeted instruction specific to needs identified in interim assessment item analysis.	After School Extended AIS Teachers work with small groups of students to further develop skills reflected in the data as areas needing improvement .	Morning twice a week (Tuesday & Wednesday) Afternoon twice a week Saturday 8:30-11:30am
Science	Extended Day Program	After School Extended AIS Teachers work with small groups of students to further develop skills reflected in the data as areas needing improvement . Enrichment	Morning twice a week (Tuesday & Wednesday) Saturday 8:30-11:30am starting in January Robotic class
Social Studies	Extended Day Program	Small group and one to one instruction	Morning twice a week (Tuesday & Wednesday)
At-risk services (e.g. provided by the Guidance Counselor, School)	A. Outreach program in support of	Small group and one to one instruction	In school and afterschool

Psychologist, Social Worker, etc.)

students with prolonged attendance

- B. Collaboration with the classroom teacher at the classroom level with strategies and techniques to handle varied social emotional issues impacting daily performance in school.
- C. Prepare students for transition to middle school.
- D. Support for at risk students who are not meeting expectations or making necessary progress as measured by ongoing assessments and teacher judgment.

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.
<ul style="list-style-type: none"> • Use of the Danielson Framework for Teaching as a foundation for identifying effective teaching practices used during both short frequent informal observations and for formal observations to ensure teachers meet expectations of teaching and are suitable placed in content area/grade level to maximize teacher's impact on student learning • New teachers will be assigned a senior staff member teaching in the same program/grade level / content area. This "buddy teacher" will serve as a mentor and facilitator to guide and support the new teacher. • Consultants and grade-level collaborative team work will provide additional support to those new to the profession, and to all others by modeling lessons, participating in discussions, offering opportunities for de-briefs after classroom intervisitation, and providing additional training based on observed needs in order that teachers feel supported as they learn to implement best practices • Teachers will attend Citywide curriculum professional development to support implementation of new CCLS curricula • Teachers to engage in weekly planning and coaching around developing rigorous curriculum, including adjustments to meet the needs of SWD and ELLS • Participation in inquiry team meetings to foster reflective practices and analyze student work to monitor student progress • DOE assigned Teacher Effectiveness coach from Network to visit school and help with work around norming and calibrating administrations' observations to ensure Danielson Framework feedback is aligned, consistent across grade levels, and in support of overall school goals • As new positions become available applicants will go through a rigorous vetting process that will include model lesson delivery, interview, and reference check

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).
<ul style="list-style-type: none"> • Provide ample time for examining student work for evidence of learning, and to identify learning gaps against the demands of the Common Core standards • Provide on-going (minimum of 3 hours/month) training in the Danielson Framework for Teaching. All teacher evaluation and development work will follow the mandates as outlined by the NYCDOE • Analyze data, including student formative assessment data and student work samples, and classroom observation data to inform needed whole group and individual teacher targeted professional development activities • Provide job-embedded professional development for assistant principals provided by the principal, Literacy Support Systems consultants, Network coach, and other partners (e.g. Ramapo for Children) as needed • Provide teachers/staff with opportunities to visit colleagues' classrooms and actively participate in meaningful feedback Align targeted coaching with respect to teacher's identified needs • Developing common protocols and tools to use during Collaborative Inquiry team meetings in order to identify next steps and needed adjustments to instructional practice and assessment practices of student work • Involving staff in setting personal goals allowing them to reflect on their work to identify their areas for growth relative to effective teaching practices as identified by Danielson • Use our selected common core aligned curriculum to inform our work

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.).
PS/MS 123 carefully reviews its allocations and funding sources to ensure that the monies are appropriately directed to develop programs that support the success of our diverse student population. Our focus on the needs of the students drives our programming. To that end:

- Our tax levy funds, SIG and 21st Century grant monies support teacher retention and development.
- SIG grant resources, only recently allocated, supports our professional development as coaches meet regularly with individual and groups of teacher to support planning lessons and implementing literacy instruction.
- Comprehensive allocation of SIG resources allowed for hiring of additional staff and purchasing of materials to support the implementation of our school wide goals.
- 21st Century Grant funds support Extended Learning Time programs (ELT)
- Temporary housing funding support transition
- Our SAPIS is instrumental in implementing our Violence Prevention program and provides additional support to students and referral for families in crisis to our Graham Windham partner.

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.).

In the spring, parents are invited to attend Open Houses to meet the administration, and tour classrooms. They learn about the school policies, practices, expectations, instructional programs and student support services. Orientations are also held in the fall where they again participate in sessions to learn about PS 123 policies and practices, the instructional program, student and parent support services and school expectations. As part of NYCDOE practice, Pre-Kindergarten students begin the school year with a staggered schedule to introduce them to the school. Information for students who had previously attended CBO early childhood programs are shared between the CBO and PS 123 so the school can prepare appropriately to meet the needs of each child.

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 meet during grade level team conferences and instructional cabinet to plan formative assessment measure relative to the Common Core Standards and Learning Targets. Teachers and administration use multiple data sources to assess students such as Fountas & Pinnell, Accelerated Reader, Achieve 3000 and Interim Assessments. Assessment data is then used to plan and implement differentiated and targeted instruction throughout the day and during afterschool and Extended Learning Time.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 05	Borough Manhattan	School Number 123
School Name Mahalia Jackson Preparatory Academy		

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 Tina Hernandez	Assistant Principal Ms. Marelyn Pichardo
Coach Ms. Jeffries	Coach N/A
ESL Teacher Mr. Fried	Guidance Counselor Ms. Lovell
Teacher/Subject Area Ms. Sinclair/3rd grade ESL	Parent Ms. Scott
Teacher/Subject Area Ms. A. Rivera/Spanish, ESL	Parent Coordinator Ms. Cadlett
Related Service Provider Ms. Schuman/SETSS	Other N/A
Network Leader(Only if working with the LAP team) Dan Feigelson	Other N/A

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	1	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	1	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)	606	Total number of ELLs	118	ELLs as share of total student population (%)	19.47%
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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
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained				1										1
Pull-out	1	1	1		1	1	1	1	1					8
Total	1	0	0	0	0	9								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	82	ELL Students with Disabilities	23
SIFE	1	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	14

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	82	1	10	22		8	14		5	118
Total	82	1	10	22	0	8	14	0	5	118

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	11	6	16	6	7	9	4	3					67
Chinese														0
Russian														0
Bengali														0
Urdu	1		1											2
Arabic	2		1		1	1	1	2	2					10
Haitian														0
French			2	1		2	1		6					12
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			5	6	4	4	3	2	3					27
TOTAL	8	11	15	23	11	14	14	8	14	0	0	0	0	118

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)	5		3	1	5	3	8	1	4					30

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)	1	4	6	5	3	6	1	3	7					36
Advanced (A)	2	7	5	17	3	5	5	4	4					52
Total	8	11	14	23	11	14	14	8	15	0	0	0	0	118

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	7	1	1		9
4	11	4			15
5	12	2	1		15
6	11				11
7	11	2			13
8	6	3			9
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10								10
4	18								18
5	14		2		1				17
6	11								11
7	16		3						19
8	6		4						10
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		4		9		1		18
8	4		6						10
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Response: Accelerated Reader and Fountas Pinnell are used to assess the literacy levels of students in grades K-8. The data let the teachers know the decoding and comprehension level of every student. They inform the school's instructional plan by telling the teachers the specific reading strategies each child needs to acquire. Many of the ELLs place significantly below grade level in reading, so the teachers need to include decoding skills as part of their reading instruction, especially, but not exclusively, in the lower grades.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Response: ELL students exhibited a need for further reading and writing support across the grades. The ELLs tend to perform better on the listening and speaking sections of the NYSESLAT. To address our ELLs' listening, speaking, reading and writing skills, PS/MS 123's Literacy Program provides an additional 90 minutes of literacy instruction. The 90 minute literacy block includes elements of a Balanced Literacy/ Readers' Workshop, including read-alouds, guided reading, shared reading, independent reading and writing. Literacy Centers, leveled libraries and literacy word walls are evidenced in all classrooms. The scaffolding of strategies such as extended conversations and accountable talk prompts improved students' language learning.
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](#))
Response: Based on the data we have tailored instruction in the area of reading to target comprehension, fluency and vocabulary. In the area of writing we have tailored instruction to build a greater foundation with word/language choice, sentence structure, sentence fluency, and writing conventions.
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?

4a. Response: Across proficiencies and grades, students tended to do better on the listening and speaking modalities than the reading and writing modalities. Students did not take tests in their native language.

4b. Response: The school is not using the ELL Periodic Assessment.

4c. Response:
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](#).)
Response: The school uses small groups, intervention strategies, strategic guided instruction (SGI) and extended day within the RtI framework.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Response: The teachers in the school focus on the specific language needs of the ELLs in their classrooms including vocabulary acquisition, particularly Tier 2 words, understanding of English syntax and development of listening and speaking skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Response: We determine the success of the program by how many students achieve proficiency or gain a proficiency level on the NYSESLAT. We monitor and assess student portfolios, reading levels and NYSESLAT scores to evaluate progress towards English proficiency.

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](#).)

Response: The Home Language Identification Survey (HLIS) is administered by Mr. Fried, certified ESL Teacher, at the initial screening, which includes a student interview. Mr. Fried is knowledgeable and skillful in working with English Language Learners. Potential ELLs are tested by the LAB-R to determine whether they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. Spanish students that score below the state designated level of proficiency on the LAB-R are administered the SPANISH LAB. When entitlement is verified, the parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. Parents are given the opportunity to watch a video provided by the NYC DOE during a parent orientation, describing the three program choices. Each spring, ELLs are administered the NYSESLAT to evaluate their English proficiency. ELLs that score below the level of proficiency continued to be entitled to ELL services. A continuation letter is sent to the parent informing them of their child's NYSESLAT program eligibility.

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.

Response: During the parent orientation session, parents are given the opportunity to view the NYC DOE video in their native language, when available, describing the three program choices. Parents are provided an opportunity to watch a video to ensure understanding of the three program choices. Information is also provided regarding state standards, assessments and expectations for their children. All parent materials and forms are provided in the parents' native language, when available. Translators are also provided during parent orientation meetings when available. During the parent orientation parents are given the opportunity to ask questions. Parents/guardians select the program of choice. Students are solely placed in the program selected by the parent/guardian. Based on previous program selection from the Parent Survey, PS/MS 123 offers only Freestanding ESL. If parents select a program option other than what the school is able to offer currently, the parent is given a list of schools provided by the NYC DOE Office of English Language Learners that have TBE and dual language. The parent is referred to the Office of Student Enrollment to assist in locating the parent's program option. Ms. Theresa Verderosa, Director of Enrollment is contacted by Gail Jeffries to inform Ms. Verderosa that a parent is seeking a Transitional Bilingual or Dual Language Program. Ms. Verderosa will identify the program of the parent's choice at another school. If there are 15 or more potential students on one or two consecutive grade levels requesting Transitional Bilingual or Dual Language Program, steps will be taken to open a class.

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 [\[see tool kit\]](#).)

Response: Mr. Fried, certified ESL Teacher and Ms. Jeffries place emphasis on collecting all signed forms at the intake interview and parents orientation meeting. Copies of all signed forms are maintained in both the students' cumulative files which is secured in the students' classroom as well as the school's file which is stored and secured by Mr. Fried. Ongoing outreach to parents to obtain the signed forms is emphasized as well as the importance of returning the forms to the school. A School Outreach Log is kept and monitored in an effort to ensure all forms are returned to the school. Due to the large number of enrolled students from temporary housing shelters, representatives from the shelters provide additional support in the return of the letters.

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.

Response: To ensure parents' understanding of the decision making process, parents are provided oral and written communication in their native language if necessary. The NYCDOE translation unit services are utilized if a translator is unavailable at the school site. Emphasis is placed on thoroughly explaining the parents' program choices to ensure understanding for engagement in the decision making process. Once the parent identifies the program choice, the decision is honored. Parents are informed of their option to transfer if our school does not have a sufficient number of students with the same home language and on the same grade or two contingent grades. If the parent adamantly wants either a bilingual or dual language program, this information is sent to

ELLProgramTransfers@schools.nyc.gov. Letters are copied prior to being sent home and stored in a binder secured by Mr. Fried, the certified ESL teacher.

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.

Response: For the speaking section, someone other than the student's teacher administers and simultaneously scores the speaking subtest. The ESL teacher administers the listening, reading, and writing section of the exam to his students. For the writing section, all of the student responses to the constructed-response questions are scored by committees of teachers. No one teacher scores more than approximately one-half of the constructed-response questions in a student's writing subtest booklet. No teacher who is a student's teacher of ESL or ELA scores any of the constructed-response questions in that student's writing subtest booklet. When the administration of the exam is complete, Ms. Jeffries packages all materials and returns them as directed.

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. 

Response: During the past few years, we have noticed that the majority of parents have selected ESL as the choice of service. The program models offered are aligned with parent requests because the vast majority of the parents choose ESL, and ESL is provided at the school site.

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])?

Response: A self contained ESL third grade class is serviced by a certified ESL Teacher. ELLs in grades K - 2 and 4-8 participate in an ESL pull out model. The students are grouped in three grade groups - K-2, 3-5, and 6-8, with some groups homogeneous and some heterogeneous in terms of proficiency. Specifically, the students on the advanced level are in one group, and the students with beginner/intermediate level proficiency are grouped together.
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)?

Response: The program model is block scheduled and heterogeneously and homogeneously grouped. In our ESL program, beginner-level and intermediate-level students receive the required 360 minutes (2 units) per week of ESL instruction as per CR-Part 154. Advanced-level students receive the required 180 Minutes (1 unit) per week of ESL instruction and 180 minutes (1 unit) per week of ELA instruction as per CR-Part 154. Books and dictionaries are available in native languages to support the instructional process for ELLs. Support is also provided in the students' native language by pairing students of the same language group. Teachers provide comprehension and linguistic instruction according to the students' academic needs as part of the language program support.
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.

Response: Differentiated instructional strategies in the Common Core Learning Standards and content areas are utilized to meet the ELLs' diverse learning needs. Teachers make provisions for ELLs in curriculum mapping and unit planning in all content areas.

Instructional literacy and math tasks are differentiated to address the ELLs' academic needs. Our ELLs receive the same rigorous content instruction as their peers while engaged in improving their reading, writing and speech in the English language. ESL methodology and instructional practices are aligned with the Common Core Learning Standards. The curriculum is integrated to provide cohesive instruction and understanding of the Common Core Learning Standards. Cooperative learning strategies are utilized, in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and CAFE instruction. Additional instructional strategies are also used to make content comprehensible and to enrich our ELLs' language development. Various materials and resources are used to differentiate instruction. A balanced literacy approach integrates critical thinking skills while involving the practice of active listening, modeling of the text, and the connections made to the information. English Language Learners are encouraged to think critically, solve problems and communicate in the language of instruction. Strategies such as previewing, using prior knowledge, visualization and discussing vocabulary in context strengthens students' language and writing skills. Accountable talk strategies enhance language proficiency through oral discussion by modeling language acquisition for students. Questions are carefully crafted to promote higher level thinking skills.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Response: The Spanish LAB informs instruction for Spanish Native Language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Response: We ensure that the ELLs are appropriately evaluated in all four modalities through the use of formal and informal assessments. At the beginning of the year, we use the results of the previous year's NYSESLAT which is separated into all four modalities. Each ELL's ESL teacher creates a series of assessments over the course of the year to ensure that each child is appropriately evaluated in listening, speaking, reading, and writing.
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).

Response: 6a. Instruction is differentiated according to the NYSESLAT score and grade level, as well as the students' academic needs as measured by writing samples and ongoing assessments. During grade level inquiry team meetings, English Language Learners' academic needs are discussed to differentiate instruction. Content instruction is the focus of instruction; however the primary objective of instruction is to promote language learning through listening, speaking, reading and writing in English. Emphasis is also placed on highlighting the instructional needs of ELLs to improve academic and language skills in preparation for the NYSESLAT. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and content areas. The ESL teacher's schedule confirms the mandated number of instructional minutes. SIFE students are provided differentiated tailored instruction via computer based instruction, independent work and small group tutoring support.

6b. The instructional plan for ELLs registered in the school less than three years and newcomers are based on the results of the students' LAB-R/NYSESLAT assessments. Small group or individual instruction focuses on their immediate needs to facilitate a smooth transition. In addition, the classroom teachers provide support to the newcomers by placing them in groups with native English language speakers, particularly students who share the same language as the newcomers. Students participate in small group, task-orientated situations that guide the production of language both in verbal and written forms. Students' seating arrangements enables them to clearly see and hear the teacher during the instructional process. Emphasis placed on content instruction and vocabulary which is reinforced during ELA and ESL classes. Per students' assessment data in reading, math and the last NYSESLAT exam results, student learning plans are created to target comprehension, writing and vocabulary skills.

6c. Both the classroom teacher and the ESL teacher use scaffolding and realia to develop students' interpersonal communication skills. The connection between form and structure for English, and their social -functional meaning develops the ability to use language by actively employing the students' information by processing the capabilities required to acquire academic language skills. Emphasis is placed on the use of language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities. The subject matter may be modified so that it is comprehensible to the ELL Student. PS/MS 123's ESL Instructional Program focuses on the following elements: academic rigor, the use of ESL methodologies during instruction, alignment of all instruction with the NYS/NYC standards; and the recruitment and retention of highly qualified teachers of English Language Learners.

6d. The instructional plan for ELLs in school 6 years or more and Long Term ELLs will ensure that these students continue to receive their mandated ESL services. Additional academic support is provided through a Personal Intervention Program, an after school program or a Saturday program.

6e. For former ELLs, the school provides Extended Day, afterschool, and Saturday programs to ensure a smooth transition to ELA and content area classes.

- 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?

Response: The Instructional Plan for Students with Disabilities is carefully designed. Special education students' IEPs are taken in consideration as well as their instructional needs determined by the students' NYSESLAT or LAB-R Scores. Both the special education teacher and the subject area teacher work collaboratively in an effort to streamline all instructional efforts to achieve higher performance goals. Grade level curriculum aligned with the Common Core Curriculum is differentiated to meet the diverse instructional needs of ELL-SWDs. Modifications are adapted in the content, process and product, when required to address the academic needs of each student to foster successful comprehension and recall understanding.

- 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?

Response: ELL-SWDS are provided accessibility to the school's curriculum, instructional and resources. Per a schoolwide schedule all students are equally scheduled use of the computer lab and library to address the ELL-SWDS' academic needs.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

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

Response: Targeted Academic Intervention Support for ELLs (AIS) is provided during the 37.5 extended day plan. ELLs are offered academic intervention services in the identified areas of reading and writing, during the school day, 37.5 mandated intervention session, extended day programs and Saturday Academy. PS/MS 123's AIS Program is designed to further support ESL development, content area instruction and review.

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

Response: The current program is extremely effective. In the early morning Extended Day program, ELLs are serviced in small groups using instructional materials that foster both content and language development. In addition the afterschool/Saturday program will use dedicated materials that are aligned to what the students are learning in their core classes. This will allow them to keep up with the content of those classes which developing their language skills.

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

Response: For the upcoming school year, there will not be any new programs for ELLs.

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

Response: No programs for ELLs will be discontinued.

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

Response: ELLs are given the opportunity to participate in all schoolwide programs such as school trips, afterschool programs, and the 37.5 extended day.

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

Response: Audio, visual and computer based activities are used to differentiate and support instruction. All classrooms have computers, classroom libraries reflective of both English and native language libraries. Content support includes literature and dictionaries for math, science and social studies. Teacher prepared materials further supports differentiated instruction.

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

Response: Currently, the mode of instruction for ELLs is a Freestanding ESL Program. Native Language support is provided via native language/bilingual dictionaries, glossaries, libraries, the support of native speaker para-professionals, peer to peer instruction, native language texts, literature and computer based instruction in the native language.

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

Response: The New York State Common Core Learning Standards are aligned by grade level to create differentiated instructional services and resources. Emphasis is placed on ensuring that the ESL instructional program is appropriate for the students' age levels

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.

Response: Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students' native language to enhance involvement in schoolwide activities. ELLs have the support of all school staff members. The parent coordinator provides school tours and information to the parents of ELLs regarding the school's GED Program, ESL and Computer Classes for parents. The social worker provides information regarding middle and high school requirements to enhance involvement in the articulation process. ELLs are matched with buddies who speak their native language to foster social and emotional support. The buddies provide support to the ELL students in getting to know the school's expectations and the community. Mr. Fried, ESL Teacher meets with groups of ELLs and their buddies to monitor their adjustment to the school and the support required to improve student achievement. ELLs are encouraged to participate in the school's programs and activities. ELLs participate in schoolwide activities such as the choir, dance, club and sports programs. Emphasis is placed on the sharing of cultural traditions and foods to enable students to learn and respect different cultures.

18. What language electives are offered to ELLs?

Response: ELL students are offered the same electives as their peers including a Spanish language class. ELLs receive 90 minutes of literacy daily, in addition to the ESL Instruction according to the students' assessments results. Instruction is differentiated according to the NYSESLAT score and grade level. Students' needs are measured by writing samples and general assessments are administered on a regular basis. The program's focus is placed on improving the students' English skills with emphasis on the

instructional process and preparation for the NYSESLAT.

19. For schools with dual language programs:

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

Not applicable

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: Response: PS/MS 123's ELL Personnel are identified to participate in professional development activities scheduled by the NYC DOE Office of English Language Learners. Training is also offered by our Children's First Network and certified ESL Teachers in which teachers of ELLs participate. Training for all teachers are provided during grade, faculty and professional development conferences. Our partnership with Hunter College's Department of ESL/Bilingual Program offers additional professional development support. The Professional Development Activities prepare teachers to effectively instruct English Language Learners. Emphasis is placed on the best ESL research based practices, ESL prototypes, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. Demonstration lessons, planning sessions, grade and faculty conferences, workshops and learning walks are various forms of professional development strategies to improve the quality of teaching and learning for ELLs. The continuous review of the assessment data, instructional plans, classroom observations and students' products monitors student performance. Study groups are also used to strengthen the staff's understanding of ESL methodology. During the professional development sessions, teachers are trained to create and utilize rubrics to examine ELL students' work aligned with the ESL standards and performance indicators. Teachers also use portfolios as assessment tools to chart students' academic progress. Monthly ESL Workshops are provided by our CFN network specialist. The sessions are attended by the instructional staff. Teachers are afforded the opportunity to discuss current research, best practices, resource materials, NYS-ESL standards, instructional strategies and its alignment to the core curriculum and the application of core knowledge.

2. Response: Our transitional team of teachers, counselors, parents and students creates a systematic structural process to ensure a smooth transitional process for our ELLs. This transition protocol can be easily replicated and modified each school year according to identified needs regarding ELLs, transitional activities and feedback based on annual surveys and feedback. Emphasis is placed on familiarizing ELLs and their families about the school's programs, procedures, policies and expectations. All incoming ELLs participate in an orientation program which introduces students to new experiences and to provide a strong sense of belonging. We also created a transitional process from elementary to middle to high school. The process involved elementary and middle school students, including ELLs in creating a comprehensive portfolio reflective of their school experiences. The portfolio will guide ELLs in selecting an appropriate middle and high school choice to foster movement toward their chosen career. Our Pencil Partnership, Oglivy One is also supporting the middle to high school initiative.

3. Response: Since PS/MS 123 is a K-8 school, we provide support to staff to assist all students including ELLs as they transition from elementary to middle school. Specifically for ELLs, teachers of ELLs reach out to their students' families to make sure they understand the process of entering middle school and the needs of students once they make that transition.

4. Response: The minimum 7.5 hours of ELL training for all staff is given every school year. ESL teachers and other staff members attend professional development workshops (provided by the CFN, NYS TESOL and DOE approved curriculum vendors) and turnkey the information to school staff. ELL training for all instructional staff is provided during grade conferences, faculty meetings, and one-on-one professional development sessions. The classroom teachers receive strategies and support with instruction regarding ELLs in areas including Stages of Second Language Acquisition, Using Technology with ELLs in the classroom, Readers Theater, Differentiated Instruction, Using NYSESLAT Data to Drive Instruction, and Making Content Comprehensible. Agendas and proof of attendance are recorded and kept in teachers' files. We recognize the importance of teachers' participation in ongoing ELL training to provide understanding of instructional strategies that can be incorporated into a balanced literacy program to enhance English language acquisition for our ELLs.

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. Response: In promoting achievement across the elementary and middle school levels, the school community recognizes the parent as the child's first teacher, and that the parent's continued involvement is essential for the success of the learner. As part of the school's structure and daily practice, PS 123 plans to implement a schoolwide system that incorporates parent involvement in teachers/staff daily routines. When teachers make parent involvement part of their regular teaching practice, parents increase their interactions with their children at home, feel more positive about their abilities to help their children, and students improve their attitudes, attendance and achievement. The relationship between school, home and the community is a critical factor essential for long term success and has a meaningful role in closing the achievement gap. The significant role of families, family-school relations and parental involvement in education has become a crucial element in a child's advancement in career and college beyond the K- 12 years.

PS/MS123 has an inviting and informative parent resource room housed with a small lending library in different languages. The resources provide a variety of information which is useful for the parents of English Language Learners. Information distributed to Limited English Proficient Families is in their home language. School based staff provides translations in Spanish, French and the African dialects for parents in need of the services. The Department of Education's Translation Unit also provides support services when necessary. Monthly student progress reports are distributed to parents in their native language to inform them of their children's academic achievement. The monthly progress reports also provide instructional strategies for improving students' learning needs. Parents of ELLs are involved in the Parents' Association, Title 1 Committee and also serve as Certified Parent Volunteers. Parents of ELLs also participate in parent workshops and training sessions.
 2. Response: PS/MS 123 partners with Graham Windham Agency which provides a GED, ESL and Computer Classes for parents of ELLs and Hip Hop for Life. The school also provides ELL Parent and Common Core Learning Standards workshops. Hip Hop for Life provides montly workshops focusing on personal development, life skills training, and parent enrichment to assist parents in raising children that will possess the skill sets required to become successful members of society and extraordinary leaders. Finally, the school has a 21st Century grant that enables us to support our parent involvement with wellness classes and parent education.
 3. Response: The parent survey is re-distributed mid-year. During Parent Association meetings, parents are encouraged to identify workshops of interest and need.
 4. Response: Parent involvement activities are identified according to the information on the surveys and feedback during PA meetings.

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: PS/MS 123**School DBN: 05M123****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tina Hernandez	Principal		1/1/01
Ms. Taylor-Oates	Assistant Principal		1/1/01
Ms. Cadlett	Parent Coordinator		1/1/01
Mr. Fried	ESL Teacher		1/1/01
Ms. Scott	Parent		1/1/01
Ms. Rivera	Teacher/Subject Area		1/1/01
Ms. Sinclair	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M123 School Name: PS/MS 123 Mahalia Jackson

Cluster: 2 Network: 203

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.

Upon admission to PS/MS 123, the student's home language and the parent's preferred spoken and written language are identified then entered in the ATS System. The ESL Teacher and Parent Coordinator maintain a current database of the different languages spoken/written in the students' homes. According to the identified languages, parents are provided information in a language in which they can understand.

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.

Written information and oral interpretation are provided to the school community based upon PS/MS 123's native language information. Due to the influx of families from Africa it has been difficult to translate documents due to the various African dialects spoken. We are continuously reaching out to African parents and community members to provide translations for our African families. In addition, the Department of Education's Office of Language Interpretations and Translations is contacted to translate documents into the parents' native languages and to translate during school meetings. The principal makes the school community aware of the findings through individual conversations with staff as well as staff meetings.

Part B: Strategies and Activities

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

All written translations, as well as oral interpretations, have met the translation expectations as required by the Department of Education. Based upon the school's language database, parent notices and oral interpretations are provided in the parents' language. The translations are provided by school based personnel and parent volunteers. If a language translation is not available at the school site, the Department of Education's Office of Language Interpretations and Translations will be contacted for assistance with the translation. Due to several West African dialects, providing West African parents written communications in their native language is a challenging task.

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.

PS/MS 123 have staff members and parents fluent in Spanish and French. They will provide written and oral interpretations. The Department of Education's over-the-phone interpretation services will be used for parents speaking languages other than French and Spanish. [Refer to the DOE Home Page, Directory of Offices & Divisions, and Translation & Interpretation Unit for details.]

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>.

PS/MS 123 will fulfill the parental notification requirements for translation and interpretation services as outlined in Section VII of the Chancellor's Regulations A-663. See DOE Home Page. Directory of Offices & Divisions. Translation & Interpretation Unit for details.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information

Name of School: Mahalia Jackson-PS/MS 123M	DBN:
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: <u>3</u> # of certified ESL/Bilingual teachers: <u>3</u> # of content area teachers:

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:

Rationale - Direct instruction will take place afterschool to strengthen our English Language Learner's literacy skills. The small group targetted instructional approaches will provide students with opportunities to listen, read and write in a variety of contexts. Students will be grouped by proficiency levels. The emphasis on language acquisition through read-alouds and discussion of text will be a major ingredient in all lessons with emphasis on building critical thinking and logical reasoning skills through text-based discussions. Common Core aligned read alouds incorporating deep analysis of literary elements will be used for ELL students in evaluating, solving problems and communicating in the langauge of instruction.

Modelling reading strategies such as previewing, using prior knowledge, visualization and reading with expression will be an integral part of all lessons to promote the transfer of these reading skills in independent practice. Buidling vocabulary using context clues will also be promoted through the use of on-grade level text and independent reading level text. The use of non-fiction text will also help students make connections and employ a variety of reading strategies connected to non-fiction text. Accountable talk strategies will enhance language profecency through oral discussion, modeliing langauge acquisition for students. Questions will be carefully crafted to promote high level thinking skills.

Subgroups and Grade Levels- ELLs in grades 3 - 8 will be served in the program. Subgroups of students will be formed according to English language proficiency skills as determined by standardized tests and teacher-made assessments. Instruction will be customized to the needs of each subgroup.

Materials - Students will be expected to use text-based evdence in writing responses and increase the use of vocabulary in writing. Rally Common-Core-aligned skill-building materials will be used to promote reading and writing skills.

Language of Instruction and Teachers - The language of instruction will be English and instruction will be delivered by three certified ESL teachers.

Schedule - The program will take place Tuesdays, and Wednesdays from 3:10-5:10pm. A total of 36 students will be invited from November-April. Three ELL certified teacher will participate in the program.

Part C: Professional Development

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:

Rationale: ESL teachers will be provided with professional development in a variety of areas related to literacy and English Language Development, with special emphasis on enhancing teachers' ESL strategies. In this way, ESL teacher training will mirror the literacy development training for all teachers in the school.

Teachers to Receive Training : Training will be provided for the three certified ESL teachers who work at PS/MS 123M. When indicated, the assistant principals will also participate in professional development activities.

Schedule and Duration: Professional development will be ongoing during the school year, with customized, job-embedded coaching provided to supplement regular training provided by CFN 203 and the NYCDOE. ESL teachers will also participate in Collaborative Inquiry Groups with general education teachers each week after school on Thursdays.

Topics to be Covered: A variety of topics will be addressed, including general literacy development, current, proven ESL strategies, examining student work for evidence of learning, Charlotte Danielson's Framework for Teaching, analyzing student data to inform instruction.

Name of Provider(s): Training will be provided by the CFN 203 English Language Support Personnel, by literacy coaches from Literacy Support Systems, and by NYCDOE central personnel through citywide activities.

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:

Rationale: Parents of ELL students will be invited to participate in all regularly scheduled parent engagement activities with the goal of
1. reducing separation of the families of ELLs and native speakers of English,

Part D: Parental Engagement Activities

- 2. developing a cohesive PS/MS 123M parent community, and
 - 3. incorporating the families of ELLs into the PS/MS 123 M community.
- In addition a number of

Schedule and Topics To Be Covered:

Activities will be scheduled monthly as follows:

September-Introduction to the PS/MS 123M ELL's Program and Criteria for Continuing Students

October-Our School's Procedures and Expectations

November- Understanding Your Child's Report Card; Study Habits; Making the Most of Parent/Teacher Conferences

December- Supporting Your ELL Child to be Successful in School

January-Stages of Language Acquisition

February- How to Help Your Child at Home

March-The NYS ELA and Math Test Expectations

April-How to Build Confidence and Support Your Child Emotionally

May- Planning for Summer Support and Beyond - Breakfast With The ESL Teachers and the Principal

Name of Provider(s): Gail Jeffries, Scott Fried and Adela Sinclair will provide the parent workshops, with the guidance and under the supervision of the principal and assistant principals. A member of the PS/MS 123M administrative staff will attend all parent engagement activities to provide additional parent support and address any questions or concerns that parents may have.

How Parents will be notified: Parents will be notified of parent engagement opportunities through notices and invitations sent home with students, through the PS/MS 123M Automessenger System. In addition, for those parents who are reluctant to attend activities, personal calls home will be made by the ESL teachers and/or the parent coordinator.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$10,799</u>	<u>Per session for 18 weeks X four hours per week X three teachers (including fringe)</u>
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. 	<u>\$7,013</u>	<u>Curriculum materials (e.g. Rally Skill Building Materials); trade books for read-alouds, vocabulary development, using contextual clues etc.; manipulatives, such as language games; and additional teaching supplies as needed to provide differentiated student support</u>
Educational Software (Object Code 199)	<u>0</u>	
Travel	<u>0</u>	
Other	<u>0</u>	
TOTAL	<u>\$17,812</u>	