



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 123QUEENS
DBN (i.e. 01M001): 27Q 123
Principal: ANTHONY M. HOOKS
Principal Email: AHOOKS@SCHOOLS.NYC.GOV
Superintendent: MICHELE LLOYD-BEY
Network Leader: JOSEPH BLAIZE

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
Anthony M. Hooks	*Principal or Designee	
Virginia Nunez	*UFT Chapter Leader or Designee	
Barbara Bennett	*PA/PTA President or Designated Co-President	
Clarissa Murray	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	
Tanyia Hector	Member/ Administration	
Altafia McKenzie	Member/ Parent	
Jasmine Mitchell	Member/ Parent	
Alisha Rahim	Member/ Parent	
Janine Da Silva	Member/ Guidance Counselor	
Stephanie Harris	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, students will demonstrate progress toward achieving NYS ELA standards as measured by a 3% increase in students scoring at levels 3 & 4 on the 2014 NYS ELA assessment when compared to the 2013 NYS ELA assessment.

Comprehensive Needs Assessment

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

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

Data gathered through the review of student work, weekly assessments, Beginning of Year Assessments (B.O.Y.A.), benchmark, 15th; 30th ; 45th day assessment and review of item skill analysis from 2013 NYS ELA assessment results on all grades show a need for improvement in the following literacy skills: inferencing, drawing conclusions, compare and contrast texts, textual evidence, nonfiction reading. Only 12.4% of students scored a level 3 or 4 on the Spring 2013 NYS ELA exam.

Instructional Strategies/Activities

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

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

- Data will be reviewed on an ongoing basis (progress monitoring) to adjust instruction based on formative and benchmark assessments.**
- ELA enrichment and intervention in our Homework Helper after school program, Saturday Academy school program using Web based program myskillstutor.com. and through the use of Achieve 3000, Study Island and Reading Eggs.**
- Response to intervention (RTI) during extended Day Small Group instruction**
- Professional learning experiences for teachers in reading and writing focusing on the implementation of the Common Core Learning Standards.**

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

- Classroom teachers, SETSS teacher, Speech teachers, ESL Teacher,**
- After school teachers will discuss progress with regular classroom teachers**
- RTI/ AIS teacher,**
- Coaches, CFN 531 ELA Staff developer**

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

- All students including ELL'S, SWD's and Bottom 1/3 students will receive weekly quizzes, 15th day assessments, monthly test, progress monitoring, and Beginning of the Year Assessment (BOYA).**
- Administrators and Instructional Team Members will meet weekly to analyze, discuss, and monitor the alignment of curriculum, implementation of Danielson Framework for Teaching and the teaching and learning process for all instructional programs at P.S. 123Q**
- Teachers will meet during Teacher Team Meetings to discuss students' progress.**
- Professional Development from Network Support Team for teachers in teaching ELA strategies to ensure the implementation of the Common Core instructional shifts.**

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

- Monthly grade meetings from September 2013 to June 2014 to analyze baseline and, benchmark and other assessments.**
- Each month from September 2013 through June 2014, students progress will be monitored..**
- From October 2013 through May 2014, teachers will review student progress to make changes in grouping and supports as needed**
- From September 2013 through June 2014, teachers and administrators implement a 10 month professional development plan.**

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Monthly Grade Conferences
 2. All students including ELL's, SWD's, and Bottom 1/3 students will attend Homework Helper After-School and Saturday Academy Programs.
 3. All students including ELL's, SWD's, and Bottom 1/3 students will use web-based programs such as Skills Tutor, Study Island, Imagine Learning, Achieve 3000, and Reading Eggs. During Common Prep Periods, teachers review the data to address students' needs.
 4. Teachers will receive professional development after school on Wednesday on Danielson Framework for Teaching, Citywide Instructional Expectations, Measures of Student Learning (MoSL), Measures of Teacher Practice(MoTP), Common Core Learning Standards(CCLS). Per session as needed.

Strategies to Increase Parental Involvement

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

- Parent Workshops will be held throughout the school year on the use of Study Island, Reading Eggs, Parents ARIS Learn, Skills Tutor and Achieve 3000 web-based programs.
- Workshops on the common core learning standards will also be ongoing
- Parent interest surveys will be distributed quarterly to promote the development of a parent workshops and interest
- A monthly meeting with the principal discussing expectations and student progress
- A monthly parent calendar important dates for school and parent events
- Monthly newsletters sent home informing parents of upcoming events
- School website will share upcoming school events

Budget and Resource Alignment

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

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

The use of Title I and Fair Student funding to pay for the assembly program vendors, ballroom dancing residency, and per session for staff members to attend after school professional development.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, students will demonstrate progress toward achieving NYS mathematics standards as measured by a 3% increase in students scoring at levels 3 & 4 on the 2014 NYS Mathematics assessment when compared to the Spring 2013 NYS Mathematics assessment.

Comprehensive Needs Assessment

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

Data gathered through the review of student work and assessment results on all grades show a need for improvement in the following math skills: long division, multi-step word problems, and math vocabulary. Only 18.2% of students scored a level 3 or 4 on the Spring 2013 NYS Mathematics exam.

Instructional Strategies/Activities

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

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

1. Grades 3-5 will use Performance series, weekly quizzes, every 15th day assessment, monthly test progress, progress monitoring, Beginning of the Year Assessment (BOYA).
2. Data will be reviewed weekly (weekly quizzes, 15th day assessments, monthly test, and progress monitoring) to adjust instruction based on benchmark and School wide Assessments.
3. Enrichment technology through the use of Ten Marks Math, Skills Tutor and Study Island web-based programs

4. Implementation of differentiated activities from the common core aligned Go math curriculum to address the wide range to students' strengths and needs
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Classroom Teachers of grades 3 -5 2. Principal, Assistant Principals, Data team 3. SETSS Teacher 4. CFN 531 Math Staff Developer, and the Academic Intervention Math Cluster.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Teachers will meet weekly during Teacher Teams Meetings to discuss students' progress 2. All students including ELL's, SWD's and Bottom 1/3 students will receive Beginning of the Year Assessment (BOYA), weekly quizzes, 15th day assessments, and monthly tests will be monitored monthly, 3. Administrators and Instructional Team Members will meet weekly to analyze, discuss, and monitor the alignment of curriculum, implementation of Danielson Framework for Teaching and the teaching and learning process for all instructional programs at P.S. 123Q. 4. Teachers will meet weekly during Teacher Team Meetings, to discuss students' progress.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. From September 2013 through June 2014, every Wednesday during extended time. 2. Grade conferences the first Tuesday of each month from September 2013 through June 2014 3. Administrators will review effectiveness of programs to ensure the implementation of the Citywide Instructional Expectations(CIE) during observations. 4. From November 2013 through May 2014, the CFN531 math Achievement Coach will provide professional development on CCLS.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. During the extended time on Wednesdays, Teachers will receive professional development on Citywide Instructional Expectations, Measures of Student Learning (MoSL), and Common Core Learning Standards in mathematics, 2. Common prep periods are used for meetings. 3. Weekly Teacher Team Meetings, monthly Grade Conferences, and Common Prep Periods. 4. Coverages will be provided as needed so that teachers can receive professional development. Per session used.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Parent Workshops will be held throughout the school year on the use of web-based programs. • Monthly Workshops on the common core learning standards and student progress • Parent interest surveys will be distributed quarterly to promote parent engagement • Monthly Principal Meetings discussing school goals and student progress • Monthly Parent School Calendar • Monthly Parent Association newsletters sent home informing parents of upcoming events • School website will share upcoming school events • Parent Workshops will be held throughout the school year on the use of Study Island, Ten Marks Math, and Skills Tutor web-based programs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Using Title I and Fair Student Funding, the school will conduct After-School and Saturday Academy tutorial for 135 students in grades three through five (3-5) that are levels 2, 3, and 4 based on the 2013 state Math assessment. Classes will have a maximum of (twenty) 20 students and appropriate resources and materials will be purchased for use in this program. The use of Title I and Fair Student funding to pay for the assembly program vendors, and per session											

for staff members to attend after school professional development.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, P.S. 123Q will implement a school-wide positive behavioral interventions and supports program (PBIS), resulting in a 10% decrease in the number of incidents of bullying, fighting, and Principal and Superintendent suspensions, as measured by occurrence data in OORS.

Comprehensive Needs Assessment

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

An examination of disciplinary data revealed that the number of in-house suspensions in 2013 did not decrease from 2012. Bullying is becoming more and more frequent among today's youth in locations like school and online, according to recent national statistics.

Instructional Strategies/Activities

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

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

- 1. The Guidance Counselor and the PBIS Team will provide workshops and professional development on PBIS strategies**
- 2. Books of the Month will include anti-bullying themed books that teachers will use to lead discussions with their students in all grades**
- 3. Anti-bullying and Character Development assemblies will be provided by outside vendors, Guidance Counselors, and Administrators**
- 4. Cloud 9 Character Education Literacy Program**

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

- 1. Guidance Counselor and network staff**
- 2. Classroom Teachers, SETSS Teacher**
- 3. Network and outside support personnel**
- 4. Classroom teachers supported by network and outside vendor**

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

- 1. All teachers will receive training during the school year in order to effectively provide positive reinforcement to students**
- 2. At the end of each month, students will discuss positive behaviors learned through reading**
- 3. Monthly assemblies will provide students with encouragement leading to reduced bullying and fighting incidents**
- 4. Improved behavior reflected in reduced incidents.**

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

- 1. Provide Professional development and on-going trainings to staff about PBIS, Cloud 9 Character Ed program and Bully Prevention until June 2014**
- 2. Each month from October 2013 through May 2014**
- 3. Every month from November through June 2014**
- 4. Beginning January 2014, implement Cloud 9 Character Education Literacy Program with monthly themes.**

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

- 1. Teachers will be provided professional development on PBIS,**
- 2. Book Reports will be posted around the school**
- 3. Guidance Counselor and administrators will oversee the implementation of programs to support positive behavior. FBA/BIP's will be created for students as needed**
- 4. Cloud 9 Curriculum will be implemented during literacy period.**

Strategies to Increase Parental Involvement

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

- **Ongoing Parent Workshops on bullying**
- **Assembly programs on anti-bullying**
- **Parents will receive Home-School Link from Cloud 9 program**
- **Parents will be provided DOE Discipline Code and PS 123Q Parent Handbook detailing the school's policies.**

Budget and Resource Alignment

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

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

The use of Title I and Fair Student funding to pay for the assembly program vendors and per session for staff members to attend after school professional development.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, 100% of teachers will possess a normed understanding of the competencies and the rubric from the 2013 Charlotte Danielson Framework for Teaching included in the new teacher evaluation and development system focusing on lesson design, assessment, questioning and discussion techniques to improve pedagogical delivery to increase student achievement for all students irrespective of subgroup identification.

Comprehensive Needs Assessment

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

During the 2012-2013 school year, PS123Q participated in the Teacher Effectiveness Program where all teachers were evaluated on seven components of the Charlotte Danielson Framework. From the observations, it was evident that teachers are aware and apply the expectations of the Framework for Teaching and Depth of Knowledge matrix, however the level of questioning and assessment across the classrooms was inconsistent. The lack of clearly planned next steps and scaffolds to support learning did not consistently offer all students opportunities to demonstrate their learning and exhibit their thinking in deep discussions.

Instructional Strategies/Activities

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

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

- 1. A minimum of 4 classroom observations of all teachers to observe practices across domains 2 and 3 of the Charlotte Danielson Framework with feedback from the supervisor.**
- 2. Principal and Assistant Principals will review lesson plans and teacher instructional practices during short cycle observations and formal observations to ensure that lessons engage students and include higher level questioning.**
- 3. Monthly professional development on the Measure of Teacher Practice.**
- 4. All teachers will complete self reflections regarding specific domains of the Danielson rubric.**

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

- 1. All teachers who are in the classroom at least 40% of time.**
- 2. School administrators will discuss findings with teachers.**
- 3. Supervisors and network staff will provide Professional development .**
- 4. Talent Coach and network staff will ensure the implementation and norming of the Framework for Teaching.**

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

1. By the end of the school year, school leaders and teachers will agree on the rating 75% of the time as to whether the teaching practice observed in video or the classroom is Highly Effective, Effective, Developing or Ineffective.
 2. Evidence will be provided along with next steps following observations to improve teacher practice.
 3. Professional development will be provided on the various components for teachers.
 4. Administrators will work with network staff on norming observation ratings.
- D. Timeline for implementation and completion including start and end dates**
1. From September 2013-June 2014, all teachers will be observed at least 4 times with feedback and end of year assessment and reflection.
 2. Following each observation, teacher will receive ratings of the components observed with suggestions for next steps.
 3. During the extended day on Wednesday afternoon, teachers will be provided with professional development.
 4. Every other month, Talent Coach will visit school to support supervisors in the short cycle observations.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Meetings with teachers and administrators will occur during teachers' professional periods.
 2. Professional development during extended day by network and school staff.
 3. Inter-visitations set up. Per session will be used.
 4. Mid-year and end of year conferences regarding teacher practice with opportunities for teacher self reflection.

Strategies to Increase Parental Involvement

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

Three parent workshops regarding the use of higher level questioning and self-assessment strategies that parents can use at home to support students.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. 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	Achieve 3000 Skills Tutor Study Island Achieving Success Extended Day Imagine Learning Reading Eggs	Small group 5 periods per week Small group 3 periods per week Small group 4 periods per week Small group 2 hours per week Small group 2 periods per week Small group 5 periods of the week Small group 2 periods of the week	School Day After School School Day After School After School After School
Mathematics	Kaplan Math Achieving Success Skills Tutor Study Island Extended Day	Small group 5 periods per week Small group 3 periods per week Small group 4 periods per week Small group 2 hours per week Small group 2 periods per week	School day After school After School School day/home School day
Science	Extended Day (grade 4) Saturday Academy	Small group 2 periods per week Small group 3 hours per week	After School After School
Social Studies	Saturday Academy	Small group 3 hours per week	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group 4 days per week Small Group/ one-to-one Small group/ one-to-one	Small group 2 periods per week Small group 1 period per week Small group 1 period per week	School Day School Day School Day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.
Administrative staff recruits highly qualified teachers. The secretary will work closely with the network HR point to ensure that non-Highly Qualified teachers meet all required documentation and assessment deadlines. Mentors are assigned to support new teachers.

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).
Teacher Evaluation system and Danielson rubric Professional development on the Common Core instructional shifts Implementation of Go Math and ReadyGen program Data support by the network and Data Specialist. End of year reflections

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.).
Our Title I funds are used to purchase materials and services to supplement our instructional program for all students in the school. With Title I funds, we are able to purchase materials for our extended day program and to fund after school programs to help our neediest students.

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.).
To ensure that our children have a smooth transition from prekindergarten into kindergarten, our pre-kindergarten team provides an environment that meets the social and emotional needs of the children through strong teacher collaboration and parental involvement. Our pre-kindergarten teachers work collaboratively. Each week during inquiry they have an opportunity to develop their units of study, look at student work and create different types of assessments that are used to monitor students' growth. All lessons taught within the unit of study are aligned with the New York State Prekindergarten Foundation for the Common Core. Each lesson builds upon each other and learning centers are developed not to reinforce concepts are being taught in the classroom. Throughout each unit work samples are collected and assessments are administered in order to monitor children's growth and are used to plan for upcoming lessons to meet the students' needs. To encourage parental involvement, during each theme various home-school activities are sent home. This gives families the opportunity to work together on meaningful activities. In addition, parents are encouraged to take out books from the library which focus on the theme, this includes both fiction and non-fiction texts. Parent workshops will be held throughout the school year on Common Core Learning Standards, Pre-K Developmental Screening(ESI-Rr, Social\Emotional development, transitioning, and enhancing parent\child\school relationship.

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 and administrators met to discuss the assessment options provided to them from ReadyGen, Go Math and the DOE. assessment options and choose the measures that will produce data that we can use to make adjustments to our instructional

program. We have chosen a variety of assessments including standardized tests, as well as rubric based performance tasks in order to match CCLS assessment standards.

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);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 123
School Name 123Q		

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 Anthony Hooks	Assistant Principal James Bart
Coach Cynthia Raber	Coach Cynthia Raber
ESL Teacher Ellen Konstantinopoulos	Guidance Counselor Janine DaSilva
Teacher/Subject Area Annette Portolano	Parent type here
Teacher/Subject Area Yolanda Harvey -Math	Parent Coordinator Norma Pau Paw
Related Service Provider Colleen Mc Cabe	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	626	Total number of ELLs	24	ELLs as share of total student population (%)	%
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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														
Push-In					1	1								2
Pull-out	1	1	1	1	1	1								6
Total	1	1	1	1	2	2	0	8						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	9
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	18		6	2		4				20
Total	18	0	6	2	0	4	0	0	0	20

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
Spanish														0
Bengali														0
														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	1	4	5	1	4	5								20
Chinese														0
Russian														0
Bengali					1									1
Urdu		1												1
Arabic														0
Haitian														0
French		2												2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	7	5	1	5	5	0	0	0	0	0	0	0	24

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)	1	2	1	1	2	1								8

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	3		3									7
Advanced (A)		4	1			4								9
Total	1	7	5	1	5	5	0	0	0	0	0	0	0	24

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Tools utilized at PS 123Q to assess student early literacy skills are through Dibles and Reading 3D. These tools help detect student strengths and weaknesses for developing teacher lesson planning. Programs used to develop and enhance student strengths and develop student weaknesses with ongoing assessments throughout the program are Foundations (K), ReadyGen (K-5) and Story Town (12:1:1 Grades 2-4). ELL students are assessed in their classrooms with the above tools and programs. Insights that this data provides is the weaknesses of ELLs being in letter recognition, phonemic awareness and sight words. This information is essential for the ESL teacher and classroom teachers to work together and create well developed lessons to help strengthen student needs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
LAB-R proficiency levels have been lower in the upper grades than lower grade students. Students' NYSESLAT proficiency level patterns across the grades at P.S 123Q tends to be higher in the upper grades than the lower grades. Most students in grades K-5 tend to be at the advanced or proficient level in the listening and speaking modalities. Upper grade students tend to be in the intermediate or advanced level of proficiency in the reading and writing modalities. Lower grade students tend to be beginner to intermediate in the reading and writing modalities. Overall, there is a high improvement rate for all students throughout the years clearly shown in the RNMR report.
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](#))
Patterns across the NYSESLAT modalities will affect instructional decisions in selecting appropriate instructional materials and resources in order to help students in reading/writing and speaking/listening, which are the areas of weakness. Staff members that collaborate to design lessons for ELLs include general education, special education, cluster, and speech and language teachers.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. According to the NYSESLAT results at PS 123Q, upper grade students tend to be in the advance or proficient levels in all modalities. Lower grade students tend to be in the begginer to intermediate levels in all modalities. Depending on their proficiocy in English ELLs seem to be doing well on tests given to them in English, unless the student is a newcomer.
 - b. The school leadership and teachers use the results of the ELL periodic assessments to improve staff development and design lessons to fit ELL student needs. Small group instruction, instuctional materials and resources are provided for student improvement.
 - c. Information learned from ELL periodic assessment reveal weaknesses that ELLs present. The teachers collaborate to find resources to help improve areas of weaknesse. Native language is used for directions, communication, and for resources for family involvement in effort to have a home/school relationship that will benefit all parties.
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](#).)
If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, students receive targeted instructional support including ESL teacher collaboration with classroom teacher on using appropriate ESL methodologies, the use of web-based programs (i.e., Imagine Learning for grades K-2 and KidBiz for grades 3-5) in small group setting, as well as enrolling students in a Saturday program designed for ELLs, to reinforce development in this area.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers of ELLs differentiate and design appropriate lessons to fit the student's needs.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is measured by the amount of progress made by the students as shown on their test scores (e.g. NYSESLAT and NYS

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At registration, Parents /Guardians of ELLs are administered the Home Language Identification Survey (HLIS) form which is available in their native language parents are given assistance by the pupil accounting secretary. ESL teacher assists with the HLIS process and determines testing eligibility. Parents/guardians are given an oral interview where it is determined if the student is eligible for testing with the LAB- R. Spanish speaking students are given the Spanish LAB test for their proficiency in Spanish. Bilingual staff members are monitored by the ESL teacher to administer the Spanish LAB for eligible students. Languages spoken by pedagogue and paraprofessionals include Spanish, Urdu, Greek and Haitian Creole. Staff members are available for assistance or translating assistance during ELL identification and testing process (e.g., Spanish LAB). At P.S 123 Q, Ellen Konstantinopoulos is a fully certified ESL teacher that is responsible for the identification, testing and instruction of ELLs. Her responsibilities include administrating the LAB R within 10 days, Interim Assessment (given mid-year to grades 3-5) and the New York State English as a Second Language Achievement Test (NYSESLAT).

Steps taken to evaluate ELL performance are:

- * Computer program designed for ELLs to enhance their reading, writing, listening and speaking skills.
- * Daily writing journals
- * Drills, mini lessons and assessments on weekly skills
- *Sample NYSESLAT test given to students to show what is expected.

Students are tested with the interim and NYSESLAT state tests. Materials used to prepare students include, but are not limited to, various workbooks and sample tests.

ATS reports RLAT and RLER are printed frequently to determine current student and new admit levels of proficiency in English. ESL teacher makes sure all eligible students are tested in all components with the NYSESLAT and administers the test in the spring of each school year. Students are administered the NYSESLAT by test level K-1, 2-4, 5-6 if group size permits. If not, students are administered the NYSESLAT test in grade level group sizes. The Speaking component is administered individually to each student, the Listening, Reading and Writing components are given in a timely matter to ensure all eligible ELL students take the NYSESLAT test every spring of the school year.

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.

Parents/Guardians of ELLs that are new to the country (newcomers) are given orientation workshops by Ellen Konstantinopoulos the ESL teacher at P.S 123 Q. All program models for ELLs that exist in the NYC schools are explained to parents. Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-Language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. Parents view a video of the programs and are given pamphlets to take home. For TBE/DL program choices, PS 123 Q is equipped with materials such as Bilingual libraries that includes books on literacy, science and social studies and is available to students to enhance their learning needs. Finally, parents fill out a survey about a program choice that fits their children's needs. All materials that are presented to the parents are available in many languages. Translators are always available to provide assistance to the parents as needed. Our school provides workshops for parents, to give additional help and understanding of the programs available to their children. Parents are given a list of neighboring schools that offer programs that are not available at P.S. 123Q. Parents/guardians are sent letters and notices in their home language in order to respond to the

surveys. Parents who do not respond to the orientation workshop invitation are contacted in the appropriate language by letter, phonecall, teacher contact or parent coordinator.

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](#)].)

Teacher of ELLs is responsible for sending all Entitlement letters to the homes of ELLs as well as distributing Parent Surveys and program selection forms at the orientation meetings, where the parents/guardians are required to fill out and submit on the same day. Letters are translated in various languages whenever possible with the assistance of the parent coordinator translation services. To ensure the return of the letters a deadline is provided. Parents/guardians are required to either bring the letters or send them with their child. A follow-up letter is sent if no response and finally a phone call is made to emphasize the importance of these letters and surveys. Teacher of ELLs provides the letters and surveys and is responsible for collecting them in a timely fashion when they are received at the school. Documents are stored in a binder kept in the ESL teacher's office and in the student cumulative folders and are available for review.

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.

Language Assessment Battery- Revised (LAB-R) and the Spanish LAB results are used as initial criteria to place ELL students in either an ESL or bilingual instructional program. However, if a bilingual program is not available in the building, students are placed in the ESL program available. Parents have a choice to place their child in another school that has a bilingual program that fits their needs. They are informed of instructional programs at PS 123 and translators are provided if needed for better parent/school staff communication. Parents are provided with a list of schools in the district with other bilingual programs in the appropriate language. Parents are given an opportunity to ask questions. Finally, parents are informed that if they do not choose a program for their child, he/she will be placed in a transitional bilingual education or ESL program when available.

Parents/guardians are informed that if there are enough students of one language in one grade or two continuous grades the school must form a transitional bilingual education program (TBE). If there are not enough students to support a TBE program, the school is mandated to provide an ESL program to the students. When students are tested with the LAB-R (or the NYSITELL starting February 2014), the ESL teacher updates the ELPC screen on ATS within 20 days, indicating whether or not the student is considered an ELL. Parental choice is also indicated on the ELPC screen at that time.

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

Students are grouped by grade level and are administered each section of the NYSESLAT (i.e., listening, reading, and writing) on separate days according to the schedule. The speaking section of the NYSESLAT is administered individually to each student according to the schedule.

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. 

Over the past few years, the trend in the parent survey for program selection has been the choice of Freestanding ESL program. 95% of parent surveys prefer ESL program and 5% prefer bilingual instructional program. Parents are requesting the ESL program because they believe their children will benefit and learn English faster being in a smaller class setting with English only instruction. Records are kept in the teacher of ELLs office in a folder available for review. P.S. 123 administration and teachers of ELLs are striving to do their best to provide all students with the best education possible by using the latest instructional materials and intervention strategies to enhance their learning. Students have opportunities to show their talents and learn English fast and effectively. Parental choices are aligned with the programs we have at PS 123Q, striving for the best possible results for the students. Communication between Parents/Educators is key for student success. P.S. 123Q strives to improve instruction of ELLs by aligning all programs for ELLs with the comprehensive core curriculum in mathematics and literacy (i.e. Balanced Literacy), provide coherent system-wide language allocation guidelines for all programs for ELLs, and implement effective monitoring and assessment for programs for ELLs.

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])?
 - 1a) ESL instruction is provided in the pull out model and is the only program available at this time in our school due to parent preference. P.S. 123Q uses the Balanced Literacy program and the Common Core standards to provide a coherent approach in student learning. Materials used include Reading Series by Options publishing, Read & Understand by Evan Moore. Students practice basic and reading skills in workbooks. ESL methodologies are practiced (e.g., scaffolding, TPR, partner-reading activities). Content areas are also covered throughout the series (i.e., math, social studies, and science). Instruction is delivered in 45 minute periods (am and pm sessions) or in a 90 minute block.
 - 1b) Students are grouped according to grade and same level of proficiency. Depending on group size, proficiency levels are combined Beginners & Intermediate English Language Learners are grouped together with 360 minutes of instruction per week. Advanced ELLs are grouped together with 180 minutes of instruction. Intermediate ELLs that are near to be in Advanced level of English language proficiency are serviced with 360 minutes of instruction per week..
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)?

2-2a) ESL instruction is delivered by the ESL teacher to students that are ELLs using ESL methodologies. Whenever possible, staff and student population are organized in a way where ELL students are placed in their grade levels together to create a coherent flow and routine. The teacher of ELLs students using the pull out model arranges the scheduled days and minutes of instruction entitled as per the CR 154. Schedule stating instructional minutes is attached.
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.

Content areas are included in the planning of weekly lessons. Teachers of ELLs and ESL teacher collaborate and plan lessons to fit the needs of their students. Weekly skills practice, assessments and test taking practice in content areas are included in both classes to assess familiar skills and practices students are used to. Differentiated instruction is provided for students according to

their needs. Through ESL methodologies students are instructed through scaffolding, chunking strategies, total physical response approaches, hands on activities, graphic organizers and vocabulary activities. Instructional materials are provided to the students to learn how to use them to enhance their language skills. Computer programs such as Imagine Learning English (directions available in several languages), leveled Language Proficiency Intervention Kits, and Just Right Reading series are essential materials used by the ESL teacher as part of student daily ESL sessions. Reading series include lessons that cover content areas (e.g., math, science, social studies).

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are evaluated in their native language with the Spanish LAB when they test in the ESL program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
By conferencing with students, quizzes in all areas, formative and summative assessments are all used to ensure student progress in all modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Differentiated instruction together with the following intervention materials are used to service Students with Interrupted Formal Education (SIFE) students. Using the balanced literacy approach, P.S. 123Q builds a supportive environment for SIFE students. Students have access to all services (e.g., counseling, resource room, speech and language services, occupational therapy, physical therapy). Materials that are available to the students include bilingual books, books on tape, computer programs. A buddy system where a classmate or peer (bilingual if possible) is assigned to help the SIFE student adjust to the school environment.

b. Newcomers are students attending US schools less than 3 years. These students will be using materials such as Just Right reading, which includes activities on phonics, vocabulary, grammar, and all basic skills needed for practicing and learning the English language. Imagine Learning English computer program is also available for students to practice their basic skills and progress as their level of English increases. Sight word and grammar skills intervention kits are used to enhance their proficiency in English.

c. Plan for ELLs receiving service 4-6 years is for these students to become proficient in the areas of weakness. Students will be using the Evan Moore Read and Understand book series with activities needed to practice reading and writing skills. Book backs from the leveled classroom library are available to take home and work on their skills. Study Island computer program assignments are given to practice ELA and Math skills.

d. Plan for long-term ELLs is to focus on practicing skills in areas of weakness to become proficient and pass the NYSESLAT given annually. The Evan Moore Read & Understand series is available for student practice. NYSESLAT-gearred workbooks and materials for students with sample tests are given in order to become proficient.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Instructional strategies and grade-level materials that teachers of ELL-SWDs use include Achieve3000 and Imagine learning to accommodate their needs as well as to teach them to become proficient in areas they are most weak in. Bilingual leveled libraries are also available to the Spanish-speaking students. Classroom teachers and service providers work together and collaboratively plan their lessons to allow time for students to receive their mandated services as per their IEP. Push in sessions in ESL, Speech and OT are provided by the services providers whenever necessary to accommodate student needs.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Content areas within the common core standards are included in the planning of weekly lessons. Teachers of ELLs and ESL teacher collaborate and plan lessons to fit the needs of their students. Flexible programming with teacher collaboration allows ELL -SWDs to actively participate in all activities including grouping with their non-disabled peers. SWD work at their own pace and are not excluded from activities and teachers are able to work with non disabled students. Teachers are able to move from group to group and be able to monitor student progress and assist them in their weaknesses. Assesment tools include weekly skills practice, assessments and test taking practice in content areas and are included in both classes and grouping to assess familiar skills and practices students are used to. Differentiated instruction is provided for students to better asses their needs and

learning styles. Through ESL methodologies students are instructed through scaffolding, chunking strategies, total physical response approaches, hands on activities, graphic organizers and vocabulary activities. Instructional materials are provided to the students to learn how to use them to enhance their language skills. Computer programs such as Imagine Learning English (directions available in several languages), leveled Language Proficiency Intervention Kits, and Just Right Reading series are essential materials used by the ESL teacher as part of student daily ESL sessions

Courses Taught in Languages Other than English 

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

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

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

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

	Beginning	Intermediate	Advanced
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

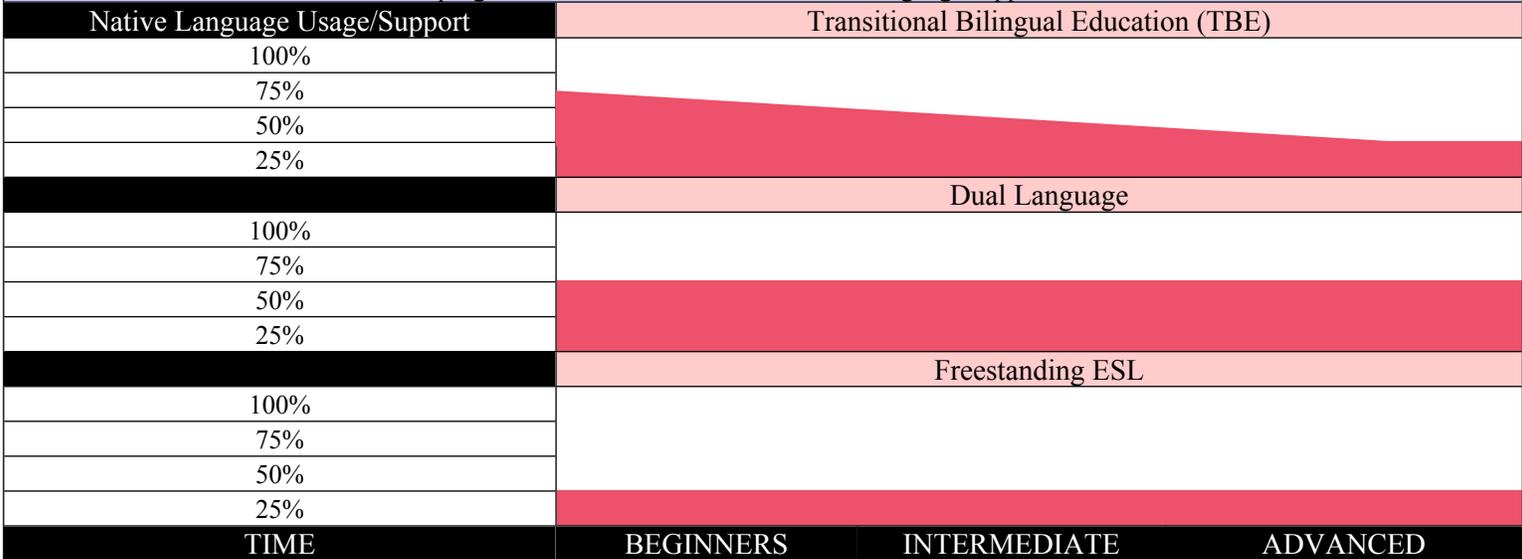
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Intervention services offered in our school include: Foundations (K), Storytown (12:1:1 Grades 2-4), ReadyGen (Grades K-5), Imagine Learning English is a computer program offered specifically to ELLs in our school especially for newcomers in order to enhance their speaking, listening and reading skills in English. AIS services during the day are provided to students in Language arts like the ACHIEVE3000. Students' writing skills are enhanced with a writing prep class provided in Grades K-5. ELL students in ESL classes use readers and workbooks from the Just Right reading series and the Read & Understand worksheets by Evan Moore. ELLs that are long term are supported with ELA and math materials in order to pass state tests including the NYSESLAT.

Targeted intervention programs for Social Studies and Science content areas are included and provided by the Achieve 3000/KidBiz program in grades 3-5 where students scaffold through non-fiction reading materials. Glossaries in native languages are available to students when needed as additional support.

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

Both push-in and pull out models are used to ensure that students' content and language development. ESL teacher collaborates with classroom teachers to incorporate ESL methodologies with ReadyGen Common Core reading program. ESL teacher targets content and language development in small group instruction.

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

ReadyGen was newly implemented for the school year 2013-2014. Cloud 9 World has been approved to use with all students to help improve interpersonal communication skills and character building skills.

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

N/A

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

ELLs have equal access to all programs offered within the school or afterschool activities. Services that are available are resource room, speech and language services, ACHIEVE3000, LITERACY BY DESIGN, IMAGINE LEARNING, and Wilson program. P.S. 123Q will have a Saturday Academy program for eighteen (18) ELL students in grades 3, 4, and 5. This program will provide small group instruction using ELL strategies for instruction in reading, writing, social studies and science. The Saturday program will be a collaborative class with one ELL teacher and one common branch teacher. The ELL teacher will team-teach with each CB teacher for 3 hours each session to support the academic language in the delivery of instruction in the content area subjects (social studies and science). Based on the analysis of the Math, Social Studies and Science scores, ELLs, especially the newcomers did not perform at grade level standards. This may have been caused by the fact that many of the newcomers had to take the test in a language, which they have not yet reached proficiency. Although science and social studies state exams are available in translated versions, when possible, students have difficulty transferring the information as the language of instruction is not aligned with the language of assessment. Students will be engaged in authentic writing experiences in order to learn how to write and be writers who naturally and comfortably use the writing process. Supplemental materials, recommended by both State English and ESL Standards will be used. Lessons are designed to enable students to use English to communicate in social settings; to use English to achieve academically in all content areas in the classroom and to use English in socially and culturally appropriate ways.

The Saturday ELL Program will provide 3-hours of small group instruction for eighteen (18) students that will include reading, math, technology, and science. Two teachers, one certified ESL and one certified CB teacher will provide instruction for 10 sessions of 3 hours each. The principal will be overseeing the program and be paid at principal per-session rate, as there is no other operating activities on Saturdays in the building. She will be paid one extra hour to open the building (30 minutes prior to the start of the program to receive students and greet parents and 30 minutes after the program to ensure that all students are picked up and secure the compound).

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

Instructional materials for ELLs that are available include Study Island, Imagine Learning English, and JiJi which are technology programs available for each student to go online and practice Language Arts and Math skills that are essential for their progress in learning more of how to use the English language. Students can be assigned homework where the teacher can evaluate student

progress. Data is available for staff development and lesson planning to student needs. Technology classes are part of the curriculum where students in grades K-5 are supported in a special class once a week as an extra support class.

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

To support the student's native language, materials containing their native language are provided. Through computer programs and bilingual libraries available students have the support they need to be comfortable and have fun learning the English language. Native language glossaries are also available for support.

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

Support services and resources that are available correspond to ELLs age and are leveled to grade and proficiency levels.

Teachers, service providers, and AIS providers work together to provide a coherent support for all ELL students to support their needs in their weak areas and build on their strengths through continuous testing, quizzes, classroom observations and conferencing. Reading and lexile levels are measured and appropriate materials are used to accommodate their needs.

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.

There are currently no activities available at this time to assist newly enrolled ELL before the beginning of the school year.

18. What language electives are offered to ELLs?

We do not offer language electives at the Elementary level.

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)?

N/A

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. ELL teachers will participate in a 10 month professional development plan focus on P.S. 123 Queens Five School wide Initiatives. ELL teachers will participate in weekly professional development in the following areas Measures of Student Learning (MOSL) workshops, Common Core Learning Standards (CCLS), Citywide Instructional Expectations (CIE), Depth of Knowledge (DOK), Hess Matrix, Universal Design for Learning (UDL), Danielson Framework for Teaching Research-Base Teaching Evaluation Rubric, and professional development on working with at risk ELL Students.

2. ELL teachers attend and participate in Teacher Team Meetings, Measures of Student Learning and Measure of Teachers Practice professional development workshops. We provide training professional development training in Common Core Learning Standards for all ELL Teachers.

3. AIS services are available to support ELLs transitioning to junior high school. With the support and organization of the guidance counselor, students attend an assembly where advisors from neighboring junior high schools speak to and answer any questions they may have. Students have the chance to later on in the year visit the potential junior high school they will be attending.

4. New teachers are provided with information on where professional development on ESL methodologies they can use in their classrooms sights are available. The ESL teacher is available for support and resources needed by the teachers. Network professional development meetings are provided for teachers of ELLs. Grade teacher teams are created and meet to analyze student work, analyze findings, discuss ways to help students master skills they are weak in and create activities aligned with the Common Core Standards.

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. Some parents of ELLs are actively involved with school activities to help themselves and to be able to help their children learn the English language. Parents are invited to attend workshops on how to bridge the gap between school and home instruction. For non-English speaking parents, a translator is always available. Translated handouts are also available for these parents in their native language. Teachers have an open door policy for parents who have any concerns and/or questions or if they would like to observe how their child learns. Workshops include helpful strategies to help their children with homework.
 2. Community workshops are given on certain days by outside agencies or by the ESL teacher to help parents learn the English language as well as teaching those ways to help their children at home. Translated notices for the workshops and staff members that can translate are available at all workshops to assist parents as needed. The school has partnerships with Sylvan Learning Centers, Learning Leaders, as well as UFT workshops to provide services for additional support.
 3. Parent coordinator is responsible to provide workshops that can help parents communicate with their children and have a home /school connection.Parent needs are evaluated by a survey that the school hands out to the parents/guardians. Parents are asked to answer questions on things about our school to improve home/school communication and student needs. After all workshops are completed, informal evaluations are used for feedback, questions or any special requests. Parent coordinator collects feedback for future workshops.Translations of letters and informational pamphlets are available whenever possible.
 4. Parental involvement is very important for our school. Workshops from Learning Leaders, UFT, and Sylvan Learning Centers are available for parents. These workshops include language skills drills, art activities, parenting tips on homework help. These are essential for a good home/school relationship.Translations of letters , staff member translators and informational pamphlets are available whenever possible.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	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: 27Q123 School Name: P.S. 123Q

Cluster: 5 Network: 531

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.

The ESL teacher provides home language data indicating the number of non-English speaking parents/guardians. School registration data indicates the home language data which is given to the ESL teacher. The school progress report provides demographic data percentages of enrollment for various ethnic groups. Oral and written feedback from parents attending various workshops.

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.

Parents indicated that more non-English speaking parents would attend the various workshops and trainings with written communication sent in Spanish informing of upcoming workshops and school business. The entire School Progress Report was discussed during the November 2013 Parent's Association meeting with Spanish interpretation. The Parent Coordinator meets with parents providing information about school findings and school business.

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.

In-house staff provides written translation services for parents and/or guardians. All written communication to parents/guardians is provided in both English and Spanish. When time permits, the DOE translation service will be used for some documents.

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.

1. Parent-Teacher Conferences – Translations are made in Spanish
2. Visitations with Social Worker, School Psychologist, and Guidance Counselors
3. Meetings with teachers, administrators, and office personnel
4. All newly registered students.
5. Student of the month
6. Visitations with nurse

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

P.S. 123Q provides written notification to all parents who require language assistance services. This notification describes the rights and responsibilities that parents have regarding translation and interpretation. It is posted in the Parent Coordinator's office which is located on the second floor. Signs directing parents to this written notification are posted in the school's main lobby and outside the main office. The Language Acquisition Plan had been implanted and addresses the procedures to follow in order to ensure that every parent receives language assistance as needed. All school secretaries are in possession of the telephone number of the translation and interpretation unit. The secretaries are also aware of which staff members are available for parents.