

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**32K123**

**School Name:**

**THE SUYDAM SCHOOL**

**Principal:**

**ARELIS PARACHE**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- 1. Section 5A Capacity Framework Element - Rigorous Instruction**
- 2. Section 5B Capacity Framework Element - Supportive Environment**
- 3. Section 5C Capacity Framework Element - Collaborative Teachers**
- 4. Section 5D Capacity Framework Element - Effective School Leadership**
- 5. Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Elementary School School Number (DBN): 32K123  
School Type: Public Grades Served: Pre-K -5  
School Address: 100 Irving Avenue Brooklyn ,New York 11237  
Phone Number: 718-821-4810 Fax: 718-821-0858  
School Contact Person: Arelis Parache Email Address: aparach@schools.nyc.gov  
Principal: Arelis Parache  
UFT Chapter Leader: Richard Skibins  
Parents' Association President: Elvira Trujillo  
SLT Chairperson: Arelis Parache  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 32 Superintendent: Lillian Druck  
Superintendent's Office Address: 797 Bushwick Avenue Brooklyn, New York 11221  
Superintendent's Email Address: LDruck4@schools.nyc.gov  
Phone Number: 718 574-1203 Fax: 718 574-1245

**Cluster and Network Information**

Cluster Number: 02 Cluster Leader: Despina Zaharakis  
Network Number: 204 Network Leader: Diane Foley

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed 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.

| Name                | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|---------------------|---|-------------------------|
| Arelis Parache      | *Principal or Designee  |                         |
| Richard Skibins     | *UFT Chapter Leader or Designee   |                         |
| Elvira Trujillo     | *PA/PTA President or Designated Co-President  |                         |
|                     | DC 37 Representative, if applicable   |                         |
|                     | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                     | CBO Representative, if applicable   |                         |
| Patricia Gonzalez   | Member/ Parent  |                         |
| Josefa Galvez       | Member/ Parent  |                         |
| Concepcion Alvarado | Member/ Parent  |                         |
| Cynthia Pacheco     | Member/ Parent  |                         |
| Cynthia Kennedy     | Member/ Teacher   |                         |
| Arlana Hutchinson   | Member/ Teacher   |                         |
| Daisy Lopez         | Member/ Teacher   |                         |
| Girselda Quiles     | Member/ Teacher   |                         |
| Sarahi Garcia       | Member/ Parent  |                         |
|                     | Member/   |                         |
|                     | Member/   |                         |

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| <b>The Six Elements of the Capacity Framework</b>   |  |
|---|--|
| <ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul> |  |
| <ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>   |  |
| <ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>                  |  |
| <ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>                                 |  |
| <ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>                            |  |
| <ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>  |  |

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### Unique Characteristics of PS 123

Public School 123 is a learning community that is dedicated to fostering ethical, caring, self-reflective and critical thinkers with a life-long love for learning. The student to teacher relationship is at the core of our community. PS 123 celebrates the diversity of all its members, supports their different learning styles, encourages them to express their individuality and pursue their interests. PS 123 is a place for children and adults to discover and feel confident about who they are, build healthy relationships with adults and peers, and investigate their questions about the world in a safe, nurturing and academically rigorous environment. This community aims to cultivate a love of learning in all of its members.

### School's Mission Statement

The School's 2014-2015 Mission Statement is based around student engagement as noted in Danielson Framework Domain 3: Instruction. Our students will be engaged in their own learning through a student-centered classroom in which they will explain and reflect on their thinking to consolidate their understanding of concepts taught in all content areas as evidenced in student work products.

### Community Collaboration and Partnerships

PS 123 has partnerships with various organizations such as Cornell University, Ridgewood Buschwick Center, Wyckoff Hospital, The NYPCC (New York Psychotherapy and Counsel Center), and The Legacy Center. These organizations continue to enhance the social, mental, and emotional well being of our families and students. The Legacy Center provides backpacks and winter gear as well as clothing and supplies for students and their families who are new arrivals in this county and workshops for parents to keep them informed and engaged in their child's progress.

Our long-term partnership with the Coalition for Hispanic Family Services has afforded the students of PS 123 Arts and Literacy Program during the school year and summer months. The Arts and Literacy After School and Summer Program addresses the educational needs of Bushwick children by providing them with opportunities to create, think, communicate, and problem solve. Program activities build literacy in the widest sense of the word through creative writing, the visual arts, theater, photography, video, creative movement, music, martial arts, media literacy, gardening, and yoga. The interdisciplinary curriculum builds upon the children's interests and strengths, using the same effective, holistic, multicultural approach which is the hallmark of all of the Coalition's programs. The program also offers art therapy, monthly Family Arts Nights with family literacy workshops, support for families, family educational trips, apprenticeships for neighborhood high school students, and comprehensive services through the agency's other programs.

Every year, PS 123 supports Penny Harvest to help our student's experience service. They also make donations to Family Care Day when they donate canned and non-perishable food to the community at large.

PS 123 collaborates with various CUNY Colleges such as Brooklyn College, City College, and Hunter College and welcomes student teachers who want to pursue teaching as their career. We afford student teachers the opportunity of having meaningful fieldwork experiences as they support the classroom teacher and work with our scholars in either small groups or as a class in general

Furthermore, PS 123 partners with Bushwick Leaders High School. The Advisory Program at BLHS establishes that every student is a known and appreciated member of the school and neighborhood communities. The

Advisory students are afforded the opportunity to increase the number of college and career readiness by developing civic awareness). This school-community collaboration establishes a vertical educational roadmap for our students because high school students provide a positive impression of higher education, especially for traditional under-served populations.

PS 123 exposes students to the arts at various levels by having a long-term partnership with Studio in a School. Professional artists have a yearlong residency at the school and offer quality art sessions where children explore their creativity and learn the joys and benefits of making art.

In addition, through collaboration with *Cool Culture*, our families and students enjoy 90 of NYC's world-class cultural institutions for free, all with experiences that improve literacy and learning. Our partnership with Buschwick Starr has also afforded our students to develop their literacy skills by performing using poetry, puppetry and other forms of art.

Additionally, a partnership with BOKS (Building Our Kids' Success) provides free fitness-based activities for students before the start of the school day twice a week. This program provides a physical education instructor who engages students in non-competitive games and teaches them the benefits of good nutrition, in alignment with the school's goal to increase health awareness.

### Special Initiatives Implemented

The garden at P.S. 123 was established in 2010 and has been used to inspire students in active investigations that are linked to our school's curriculum. Our school's main focus has always been to maintain a strong tie to the community. The Macklowe family, along with their family members, friends, and members of the New York Restoration Project came to our school and worked alongside many of our students and teachers, to construct the plant beds and wooden benches. They continue to be one of our greatest benefactors and we have been able to help our community become more aware of healthy eating by using the garden's produce.

PS 123 also has a Wellness Committee founded by teachers and students who come together to discuss ways of promoting healthier lifestyles.

### Strengths , and Accomplishments

Parent meetings, workshops, the school messenger system, and individual progress reports inform parents of their children's achievement and performance in school. The school ensures alignment of curricula to Common Core Learning Standards and offers meaningful learning experiences that promote rigor to improve student learning.

The school's PPT (Pupil Personnel Team) includes the guidance counselor, social worker, psychologists, family worker, IEP teacher and Parent Coordinator. The team works collaboratively to ensure that students receive the necessary guidance that fully supports them in attaining positive academic and personal behaviors. For example, the guidance counselor and social worker promotes the school's core values during grade-level classroom inter-visitations. During this time, students participate in activities that reinforce monthly themes and learn about tolerance, friendship, and respect, thereby developing their social emotional skills and contributing to their academic success. Therefore, there are minimal disruptions throughout the school day as reflected in a negligible number of superintendent suspensions. The attendance committee closely monitors data for chronically absent students and follows up with phone calls, letters to families, and individual meetings with parents to stress the importance of daily attendance. Students with exemplary attendance receive monthly incentives such as certificates.

PS 123 also celebrates a 94% daily school-wide attendance and Monthly family celebrations for families to participate, teach and reinforce instructional strategies they can use to help support their children at home.

The school adopted Common Core aligned English Language Arts (ELA) and Math programs from Engageny to ensure coherence of standards-based curricula and attention to the instructional shifts across grades. The content-

focused ELA programs infuse science and social studies through the reading of complex texts across grade levels and content areas. For example, common planning sessions engage teachers in adjusting the pacing of instructional units, identifying appropriate scaffolds and varied visuals to provide access to lessons for all students. In the early childhood grades, teachers plan to ensure that academic tasks address appropriate Depth Of Knowledge (DOK) levels and that lessons incorporate letter recognition, word work, fluency, and academic vocabulary. Across the school, teachers plan writing units to increase the alignment of the reading program to the Common Core Learning Standards (CCLS). As a result, students participate in rich, coherent curriculum that promotes college and career readiness skills as noted in performance-based tasks, including literary essays and argumentative writing that reflect rigor and student thinking.

E.S.L. Program for our Parents - The ESL Program is offered, 3 days a week from 8:30 - 11:30 AM to our parents. This program provides support and instruction in the English language, American culture, and academic and cognitive areas which will enable them to become successful partners in our schools, the community, and most importantly in their children's educational

Some of the challenges we face as noted in the 2014 Quality Review is to refine the use of teaching strategies so that students can strategically embed multiple entry points into academic tasks which will result in adding further value into work products that reflect student ownership. This work will further enhance shared assessment practices so that information on learning outcomes results in effective adjustments to instruction and clear next learning steps for students to further accelerate their learning

#### Growths Made:

Based on an in-depth analysis of the School Quality Guide and data files, there was an increase in the overall median adjusted growth percentile for the state math exam. In 2012-13, the math data indicated 53.8% of the peer range while in 2013-14, the data indicates 60.0%. Additionally, there was an increase in the average early grade progress points earned for the math exam. In 2012-13, the data indicated 1.52 while in 2013-14, the data indicates 3.46.

However, in 2013-14, the median adjusted growth percentile in ELA decreased by 15.3% when compared to the peer range. In 2012-13, the data indicated 26.5% of the peer range while in 2013-14, the data indicated 11.2%

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

1. A comprehensive assessment of our academic program was completed using the information from the School Quality Report Data, school-based assessment data, and MoTP data. As a school, we are meeting the target in student achievement on both the ELA and the math state exams and approaching target in student progress. When the MoTP was analyzed, it was found that for 2013-2014 all 52 teachers on Staff were rated effective based on Advance Ratings.

Although our strength clearly lies in our dedicated and effective faculty, we would like to work on improving our teacher practice to increase student achievement, especially for the lowest-third students, within the school since we did not meet the target in closing the achievement gap with students in special populations. Our goal will be to recognize and celebrate our teachers’ expertise while constantly striving to professionally grow.

Additionally, based on NYS 2014 ELA data, 12% of students are meeting standards and 23% are meeting standards on the 2014 Math State Test. Additionally, according to the 2014 Quality Review, teachers need to refine the use of teaching strategies so that they strategically embed multiple entry points into academic tasks. This will result in further value added into work products that reflect student ownership and enhance shared assessment practices so that information on learning outcomes results in effective adjustments to instruction and clear next learning steps for students to further accelerate their learning. Students will peer edit and self assess their work against a checklist/rubric, engage in various Kagan Cooperative Learning Strategies such as Think –Pair-Share, Inside-Outside Circle, and Talking Chips to encourage students to explain their thinking.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 60% of teachers will be Effective in Domain 3C: Engaging Students in Learning measured and observed in teachers’ pedagogy.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> </ul> |  |   |  |

| <ul style="list-style-type: none"> <li>Activities that address the Capacity Framework element of Trust</li> </ul>   |          |                     |  |
|---|----------|---------------------|--|
| <p>1.</p> <ul style="list-style-type: none"> <li>The Danielson Framework will be used to observe teachers' pedagogy with a strong emphasis on engaging students in learning.</li> <li>Each observation will include actionable and meaningful feedback for the teachers to make improvements in their teaching.</li> </ul>  | Teachers | September-June 2014 | Administration   |
| <p>2.</p> <ul style="list-style-type: none"> <li>Teachers will attend PD on Danielson and as well as Kagan Cooperative Learning Strategies facilitated by the staff, network, and other organizations to support the needs of students with disabilities and ELLs</li> <li>Teachers will receive ongoing verbal and written actionable feedback.</li> <li>Administrators will follow-up on the progress of the feedback with staff.</li> <li>Teachers will receive support from their colleagues – inter-visitiation to view best practices and embedding multiple entry points into a lesson.</li> </ul>   | Teacher  | September-June 2014 | Administration   |
| <p>3.</p> <ul style="list-style-type: none"> <li>Workshops will be provided to inform families how to engage student learning at home.</li> <li>All parents will have access to our school website where they can view links to math activities, including a differentiated math website based on their child's performance.</li> </ul>   | Parents  | Oct-June 2014       | Teachers, Parent Coordinator, Coach, Administration and Coordinators |
| <p>4.</p> <ul style="list-style-type: none"> <li>Monthly family celebrations will be held for families to see what students are learning and how they are engaged in curriculum.</li> <li>Monthly Coffee with the Principal</li> <li>Monthly PTA meetings</li> <li>E.S.L. Program for our Parents - The ESL Program is offered, 3 days a week from 8:30am - 11:30 a.m. to our parents to provide support and instruction in the English language, American culture, and academic and cognitive areas. This will enable them to become successful partners in our schools, the community, and most important in their children's education.</li> </ul> | Teachers | Oct-June 2014       | Teachers, Parent Coordinator, Coach, Administration and Coordinators |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administrative Team will design the 2014-2015 Advance Annual Observation Calendar for Observation Options
- Administrative Team will develop an Annual School-wide Professional Development Plan to differentiate PD to support teachers' individual professional goals.
- Weekly Monday Professional Development Days
- Per Diem /Substitute Teachers
- Parent Calendar Days for Workshops

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

|   |                 |   |                      |  |                  |  |                  |  |               |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|
| X | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

|  |
|--|
|  |
|--|

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will evaluate if 20% increase in parent involvement has occurred in visiting classrooms to observe instruction programs. This will be evidenced in teacher sign-in sheets and services delivered.

**Part 6b.** Complete in **February 2015.**

|  |   |     |  |    |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes |  | No |
|--|---|-----|--|----|

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

|  |
|--|
|  |
|--|

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After examining the 2013- 2014 Quality Review the school was well developed in making strategic organizational decisions to support the schools instructional goals and meet student learning needs as evidenced by meaningful student work products however, the school needs to improve upon: *enhancing shared assessment practices to that information on learning outcomes results in effective adjustments to instruction and clear next learning steps for students to further accelerate their learning*, it was determined that priority to support teachers in this area of focus will include

- Professional Development for teachers in analyzing formative assessments to provide clear next steps for students to address learning needs
- Use of protocol to analyze student assessment practices
- Class inter-visitations to see how meaningful feedback is given to students on their work products
- Professional Learning opportunities for data input and analysis

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, a comprehensive PD plan will be implemented that includes a minimum of 30 hours of professional development per teacher around developing best practices in creating a student-centered classroom as evidenced in student work products, PD attendance, and classroom observations of teacher practice.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul> | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Teachers will use an ATLAS protocol to analyze students’ work to reflect on classroom practices and discuss next steps.</li> <li>• Supervisors will monitor classroom instruction through the frequent cycles of observations using the Danielson Framework rubric Domain 3: Instruction.</li> <li>• Teachers will participate in ELA and Math professional</li> </ul>  | Teachers   | September- June 2015                                      | Administration]  |

|  |          |                      |                                    |
|--|----------|----------------------|------------------------------------|
| <p>development to strengthen their understanding of the Common Core Learning Standards. Emphasis will be the development of writing skills in English Language Learners. Professional Development will be provided by Expeditionary Learning and CFN 204 Network Support.</p> <ul style="list-style-type: none"> <li>• ICT Teachers will participate in Professional Development in how to meet the needs of Students with Disabilities in their class from the network.</li> <li>• Teachers will receive support from their colleagues – inter-visitation to view best practices</li> </ul>   |          |                      |                                    |
| <p>6.</p> <ul style="list-style-type: none"> <li>• Teachers will differentiate using supplemental materials from <i>Language Power</i> (For ELLs), Razz Kids, Writing A-Z, Discovery Education.</li> <li>• Curriculum planning on all grades K-5, will show evidence of ESL interventions and differentiated lessons</li> <li>• Language / writing skills utilizing ESL strategies as presented in Core Knowledge and Expeditionary Learning will be employed in all content areas.</li> <li>• Grades 3, 4, 5 will be provided with additional instruction during the After-School program. All grades will participate in Extended Day</li> <li>• Inquiry teams will discuss best practices, analyze students' work and plan for next steps.</li> <li>• Writing practice will be included in all content instruction for all grades.</li> <li>• ELL teachers will use work sampling to evaluate and customize planning and instruction as data dictates.</li> </ul> | Teachers | September-June 2015  | ESL Coordinator, Administration    |
| <p>7.</p> <ul style="list-style-type: none"> <li>• Pre-K and Kindergarten parents will be invited to participate in Cool Culture, a program that will give them access to hundreds of cultural institutions in New York City at no cost</li> <li>• Parents will be invited to Meet the Teacher Night , Open School Week in November, monthly Family Center Workshops, and Reading Workshops hosted by our staff</li> <li>• Parents will receive Quarterly Student Progress Reports and updates on their child's performance during Tuesday's Parent Engagement Session.</li> </ul>   | Parents  | September-June 2015  | Parent Coordinator, Administration |
| <ul style="list-style-type: none"> <li>• The monthly "Coffee with the Principal" designed so that that both the principal and parents sit to discuss topics related to organizing school events, upcoming events, volunteerism, school and community goals, and building positive family relationships. The meeting is geared to building a partnership between the school and all families for the purpose of working together to create a community of learners and thinkers.</li> </ul>   | Parents  | September –June 2015 | Principal                          |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal and Assistant Principals will conduct IPC (Initial Planning Conferences), classroom observations, and provide feedback, using the framework to develop next steps.
- Principal and Assistant Principals will hold professional development sessions related to components of the Danielson Framework.
- Principal and Assistant Principals conduct observations and provide feedback.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |          |   |               |  |           |   |           |  |        |
|---|----------|---|---------------|--|-----------|---|-----------|--|--------|
| X | Tax Levy | X | Title I Basic |  | Title IIA | X | Title III |  | Grants |
|---|----------|---|---------------|--|-----------|---|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 15 hours of Professional Development hours will have been implemented around developing best practices in creating student-centered classroom. 15% of will be evaluated to assess if PD has been applied to their teaching, and then evidenced in Advance.

**Part 6b. Complete in February 2015.**

|  |   |     |  |    |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes |  | No |
|--|---|-----|--|----|

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

It was noted in the 2013-2014 Quality Review that our school’s strength was maintaining a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. In addition, it was also noted that the School Assessment Team, Response to Intervention Team and attendance committee work collaboratively to ensure that students received the necessary guidance that fully supports them in attaining positive academic and personal behaviors.

A key component of the 2014-2015 Quality Review rubric is the collection of school-wide data to develop overall trends. With that said, PS 123 uses data to drive instruction yet we often do so in isolation. The goal will be to develop a system where transparency of data and a more comprehensive view will be available for classroom teachers for the improvement of student achievement. Our priorities will include:

- Development of a technology platform
- Professional Learning opportunities for data input and analysis
- Tracking system for trends

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will demonstrate 30% growth towards proficiency measured using benchmark data developed from teachers’ collaboration in professional learning teams.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul> |  |   |  |
| <ul style="list-style-type: none"> <li>• Teachers will participate in ELA and Math professional development to strengthen their understanding of the Common Core Learning Standards. Emphasis will be the development of writing skills in English Language Learners. On/off site professional development provided by Expeditionary Learning and CFN 204 Network.</li> </ul>   | Teachers   | September-June 2014                                       | Teachers, Administration, Coach  |

|  |          |                     |   |
|--|----------|---------------------|---|
| <ul style="list-style-type: none"> <li>ICT Teachers will participate in Professional Development on how to meet the needs of Students with Disabilities in their class from the network.</li> <li>Teachers will receive support from their colleagues – inter-visitation to view best practices.</li> <li>Teachers will also meet on a weekly basis during grade level common planning and grade level Teacher Teams working to develop different checklists, rubrics and assessments that will be used to check for understanding.</li> <li>Given this collaboration amongst teachers, teacher will input their data onto a newly created technology platform. This platform will give access to other /future teachers as to student performance in current/ previous academic school year.</li> </ul> |          |                     |   |
| <ul style="list-style-type: none"> <li>Teachers will work in teacher teams during Monday and/or Tuesday Professional Development sessions and during common planning time to analyze student work and modify instruction to ensure that students are meeting the standards for all learners including ELLs and Students with Disabilities.</li> <li>Teachers on each grade will begin to use protocols to look at student work, in order to deepen conversations around trends, so that best practices can be identified and implemented.</li> </ul> <p>1. Teachers will attend Expeditionary Learning, Core Knowledge and Go Math Professional Development.</p>   | Teachers | September -June     | Administration  |
| <ul style="list-style-type: none"> <li>E.S.L. Program for our Parents - The ESL Program is offered, 3 days a week from 8:30 a.m - 11:30 a.m to our parents to provide support and instruction in the English language, American culture, and academic and cognitive areas which will enable them to become successful partners in our schools, the community, and most important in their children's educational</li> <li>Monthly Coffee with Principal</li> <li>Work collaboratively with parents by hosting information sessions about curriculum and NYS Testing and inviting parents to Literacy, Math, Art, and Science evening curriculum nights.</li> </ul>   | Parents  | September-June 2015 | Adult Learning Teacher, Principal, Testing Coordinators, Math Coach, Studio in a school Artists |
| <ul style="list-style-type: none"> <li>Monthly Coffee with Principal</li> <li>Work collaboratively with parents by hosting information sessions about curriculum and NYS Testing and inviting parents to Literacy, Math, Art, and Science Evening Curriculum Nights.</li> </ul>  | Parents  | September-June 2015 | Teacher, Principal, Testing Coordinators, Math Coach, Studio in a school Artists                |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers and Math Coach will attend GO Math (Common Core Aligned Curriculum) Professional Development sessions, provided by the Achievement Coaches from CFN and will turn-key this information to colleagues.

- Teachers will utilize weekly common planning periods to analyze student work and modify instruction to ensure that students are meeting the standards.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |                 |  |                      |  |                  |  |                  |  |               |
|---|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|
| X | <b>Tax Levy</b> |  | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|---|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teachers will complete their first cycle of inquiry, and have set goals, developed action plans, and implemented pedagogical practices leading to enhanced student achievement as measured by quarterly analysis on PLC and classroom observations of teacher practice on Advance. We will evaluate whether 10% growth was made towards proficiency of student work as measured by benchmark data.

- School wide Benchmark Assessments: September 2014, March 2015, June 2015
- Monthly Unit Assessments
- Conference notes, teacher observations

**Part 6b.** Complete in **February 2015.**

|  |          |     |  |    |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul> | <b>X</b> | Yes |  | No |
|--|----------|-----|--|----|

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the results of the 2013-2014 Learning Survey, 73% of the teachers feel that leaders provide teachers with leadership opportunities. The professional development sessions can be further focused and led by teachers. In light of that fact, and in light of the Chancellor’s Four Pillars, this year, restoring dignity and respect to the craft of teaching and school leadership will be further embedded during PD sessions.

Professional development was focused as one of the key components of the Chancellor’s Initiatives and on the Instructional Focus of the school. This year we will increase opportunities for teachers to share and learn from one another. The goal will be to give school leaders an opportunity for input and participation in professional learning. In order to do this we will:

- Develop a Professional Learning Team
- Develop Teacher Teams with specific goals
- Develop a yearly Professional Learning template
- Call on school/teacher leaders to share best practices with the faculty

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 25% increase in the number of teachers who will share in distributive leadership roles to improve teacher practice evidenced by presenters listed in leading the professional learning on the yearly Professional Learning plan and sign-in sheets of teacher team members.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul> |  |   |  |
| Teachers will facilitate Professional Development in all content areas including Speech and Language Services to strengthen their   | Teachers   | October- June 2015  | Administration, Related Service  |

|   |          |                      |   |
|---|----------|----------------------|---|
| understanding of colleagues understanding of the instructional shifts in the Common Core Learning Standards.  |          |                      | Providers,  |
| Teachers will work in professional learning teams to address the instruction shifts in ELA and Math units of study with targeted English Language Learners and students with disabilities.  | Students | September –June 2015 | Administration  |
| Teachers will conduct parent workshops which will provide parents with an overview of curriculum, and the Citywide Instructional Expectations (all grades).<br>Parent School-wide Quarterly Newsletters Grades PreK-5<br>Monthly Parent Reading Connection Newsletter<br>Parent Coordinator workshops | Teachers | September- June 2015 | Administration,<br>Parent Coordinator,<br>Family Worker                   |
| Parents will be notified via the school’s website, letters and the monthly calendar of all events and workshops in order to strengthen the home-school connection within the curriculum.  | Parents  | October- June 2015   | Parent Coordinator,<br>School Website Committee and<br>Wellness Committee |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |
| <ul style="list-style-type: none"> <li>• School Website and Wellness Committee Members</li> <li>• Activities will be designed and reinforced through the use of resources from the Engageny and GoMath Curriculum and teacher generated resources.</li> </ul> |

**Part 5 – Budget and Resource Alignment**

|  |                 |   |                      |  |                  |  |                  |  |               |
|--|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |                 |   |                      |  |                  |  |                  |  |               |
|  | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |                 |   |                      |  |                  |  |                  |  |               |
|  |                 |   |                      |  |                  |  |                  |  |               |

**Part 6 – Progress Monitoring**

|  |   |     |  |    |
|--|---|-----|--|----|
| <b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul> |   |     |  |    |
| By February 2015, there will be a 10% increase in the number of faculty taking part in the Professional Learning plan.   |   |     |  |    |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>  |   |     |  |    |
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?   | X | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?   |   |     |  |    |
|  |   |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After an analysis of student attendance at the after-school program and qualitative data (conversations with parents via PTA/Coffee with the Principal) it was apparent that parents would like a stronger partnership with community-based organizations (CBO) for the social, emotional and well-being of their child.

As a school family, we will continue to utilize community -based organizations (Studio in a School and the Hispanic Coalition) to strive to provide additional parental/student support. We are not fiscally able to provide a plethora of opportunities for our families and students within the school day beyond what we do already. In order to do so, our priority would be to enlist other agencies through grant opportunities to partner with us.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 60% increase in the number of parents who will visit classrooms to observe instruction programs and teachers will communicate regularly with parent to support learning at home as evidenced in sign-in sheets and services delivered.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul> |  |   |  |
| The Parent Coordinator, PTA, teachers, Partnering Organizations such as Studio in a School and Hispanic Coalition will maintain open, ongoing communication with parents, sending newsletters, notes and personal invitations to encourage parents to attend workshops and other parent involvement activities.   | Parents  | October-<br>June 2015                                     | Teachers   |

|  |                      |                     |   |
|--|----------------------|---------------------|---|
| As students share their work with families, English Language Learners and Students with disabilities will be exposed to content and academic language connected to themes which will make text information more meaningful. Showcasing this, will address all four modalities: reading, writing, listening and speaking; providing our students opportunities to use and implement structured support for speaking through sentence frames, interaction with texts on a range of topics representing a variety of genres and content areas. Also, regular opportunities to write about what they are learning using text evidence. | Students and Parents | October-June 2015   | Teachers, Partnering Organizations,                 |
| Quarterly Academic Progress Reports sent home to families<br>Monthly School Calendar<br>Invitation to families<br>Monthly Classroom celebrations<br>Project Praise School-wide Initiative<br>Family Night With Hispanic Coalition and Studio in Schools<br>Host Annual Scholastic Book Fair  | Parents              | September-June 2015 | Administration, Teachers, Partnering Organizations, |
| Families are invited to work collaboratively with teachers, Partnering Organizations on culminating projects and Family Nights in all content areas<br>1. RAZ-Kids, Discovery Education, and other educational web-based programs that families can access from home or the library to support student learning.   | Parents              | September-June 2015 | Teachers, Partnering Organizations                  |

#### **Part 4 – Resources Needed**

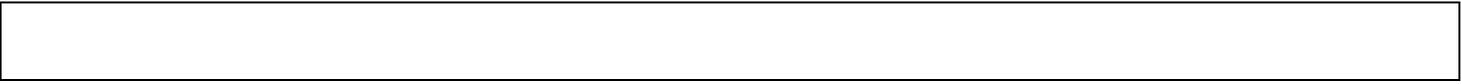
|  |
|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |
| Licensing and registration for each student enrolled at PS123 for RAZ Kids and Discovery Education, partnering organization facilitators |

#### **Part 5 – Budget and Resource Alignment**

|  |                 |   |                      |  |                  |  |                  |  |               |
|--|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. |                 |   |                      |  |                  |  |                  |  |               |
|  | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |                 |   |                      |  |                  |  |                  |  |               |
|  |                 |   |                      |  |                  |  |                  |  |               |

#### **Part 6 – Progress Monitoring**

|  |   |     |  |    |
|--|---|-----|--|----|
| <b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  |   |     |  |    |
| <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul> |   |     |  |    |
| By February 2015, we will evaluate whether a 20% increase is evident in the number of parents who have visited classrooms to observe instruction programs evidenced in teacher sign-in sheets and services delivered.                |   |     |  |    |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>  |   |     |  |    |
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>   | X | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>   |   |     |  |    |



**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Criteria for determining AIS services</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>   |
|--|---|--|--|--|
| <b>English Language Arts (ELA)</b>                 | Based on 2014 ELA State Data: 326 students out of 369 who tested are not on proficiency level of 3 or 4<br><br>12% met the standards for ELA              | A leveled literacy intervention program is being used.<br>The program focuses on word work, comprehension and uses the students' instructional levels, or zone of proximal development as the starting point                       | small group instruction in class   | These services are provided during the school day during Fountas and Pinnell LLI small group instruction provided by Literacy AIS Teachers |
| <b>Mathematics</b>                                 | Based on 2014 Math State Data: 297 students out of 376 who tested are not on proficiency level of 3 or 4=<br><br>21% met the standards of State Math Test | Go Math AIS using baseline, midline and end line data to inform customized teaching interventions.   | small group instruction in class   | These services are provided during the school during Math AIS pull out provided by Math Coach  |
| <b>Science</b>                                     | Student work products and observations  | The EngageNY curriculum (Expeditionary Learning and Core Knowledge) is being used to impact reading and literacy comprehension. <i>(It is also expected to impact student comprehension for Science.)</i><br>Leveled Science books | small group instruction, one- to -one conferring                                     | These services are provided during the school day  |
| <b>Social Studies</b>                              | Student work products   | The EngageNY curriculum  | 1)Differentiated materials   | These services are provided during the   |

|   |   |  |  |   |
|---|---|--|--|---|
|   | Observations  | (Expeditionary Learning and Core Knowledge) is being used to impact reading and literacy comprehension. <i>(It is also expected to impact student comprehension for Social Studies.)</i><br>Leveled Social Studies books | 2) Small group instruction<br>3) One to one conferring | school day  |
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Behavior Plans<br>At Risk Behavior<br>Anecdotes and observations from teacher with classroom interventions attempted/mastered and not mastered. | Peer Mediation<br>Anti-Bullying Workshops:<br>Intervention will be provided to students focusing on social and emotional coping skills, feelings, character education, and career awareness.                             | Small groups   | These services are provided during the school day |

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

|          |                                 |  |   |  |                    |
|----------|---------------------------------|--|---|--|--------------------|
| <b>X</b> | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |  | <b>Non-Title I</b> |
|----------|---------------------------------|--|---|--|--------------------|

**Part 2: All Title I Schools**

**2a. 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.

Our entire staff is licensed and working within their appropriate license areas. We have a staff that is 100% highly qualified as defined by New York State. A majority of our teachers are ESL and/or certified with Bilingual Extension licenses in addition to their Common Branch Licenses.

**2b. 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).

The following are the strategies and activities used for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- All teachers are given professional development (PD) weekly, as well as on professional development days dedicated to staff development.
- Positions are posted on the online Department of Education web site where candidates can apply.
- Student teachers from Hunter, Brooklyn, and City College work at PS 123 and are developed and mentored by a master teacher.
- All new teachers are mentored by an experienced and well-developed teacher.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

PS 123 currently has two preschool classes. Our school has a pre-orientation which introduces the students and families to the administration, teachers, parents, paras, the parent coordinator, PTA, classrooms and other areas of the school building.

Workshops explain the kindergarten goals and objectives for students and how the goals will provide parents with the social and academic expectations for the students.

**4b. 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.

At Inquiry Team meetings and staff meetings teachers discuss and make decisions on assessment(s) at the school level. This is done in order to customize assessments to teacher and student needs, for better data collection and articulation from grade- to- grade.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount:<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '15 school<br>allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that<br>the school has met the intent and purposes<br>of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , page #<br>references where a related program activity<br>has been described in this plan. |  |
|------------------------|--|---|--|--|
|                        |  |   | Column A<br>Verify with an (X)   | Column B<br>Page # Reference(s)                                      |
| Title I Part A (Basic) | Federal  | \$792,633   | X  | Page 12 part 5<br>Page 15 part 5<br>Page 20 part 5<br>Page 22 part 5 |

|   |         |             |   |  |
|---|---------|-------------|---|--|
| Title I School Improvement 1003(a)                  | Federal |             |   |  |
| Title I Priority and Focus School Improvement Funds | Federal |             |   |  |
| Title II, Part A                                    | Federal | \$222,501   | X |  |
| Title III, Part A                                   | Federal | \$21,408    | X | Page 15 part 5                                     |
| Title III, Immigrant                                | Federal |             |   |  |
| Tax Levy (FSF)                                      | Local   | \$3,842,841 | X | Page 12 part 5<br>Page 15 part 5<br>Page 17 part 5 |

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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 the school. **PS123**, 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 the school and the families. The 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 the school community. **PS 123** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC)**

**PS123**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information   |             |
|--|-------------|
| Name of School: P.S. 123-The Suydam School   | DBN: 32K123 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):   |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy   |
| Total # of ELLs to be served: 207   |
| Grades to be served by this program (check all that apply):   |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 8  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_

In order to support learning and foster community involvement, we use a portion of our Title III, funding to create supplementary programs for ELLs and their families.

After School Program: Our students will be given the opportunity to stay in school twice a week from 2:30 - 4:00 p.m., for approximately 24 sessions Beginning January 7 - April 2, 2015. We will instruct the ELL students academically, in English, in the areas of reading, writing, and math, . For the reading and writing curriculum we will be using "Language Power" which will expose our ELLs to content and academic language connected to Themes, making text information more meaningful. Language Power will address all four modalities, reading, writing,listening and speaking; providing our students opportunities to use and implement structured support for speaking through sentence frames, interaction with texts on a range of topics representing a variety of genres and content areas. Also, regular opportunities to write about what they are learning using text evidence. The program uses high-interest and grade appropriate texts aligned to the English Language Arts standards in a highly supportive way that build strong reading comprehension skills with the right balance of informational and literary text from a wide range of genres. The writing component will help meet the more rigorous new writing standards teaching our students the writing skills for diverse purposes (e.g., to inform, to persuade, to entertain), and a range of form. The students will write from sources that target all writing types—opinion, informative/explanatory, and narrative. The gradual-release model guides students through every step of the writing and research process so by the end of a lesson, students have the ability and confidence to write a finished piece.

For supplemental Math instruction we will use "READY MATH" which targets essential math skills aligned to NYS key focal points. All key skills and concepts are embedded in lesson topics that have been carefully sequenced so students move from basic skills to more complex content. "Ready Math" provides students with engaging instruction and practice of each skill through highly interactive, scaffolded, and explicit instruction. Teachers will show a step-by-step process on solving each problem and expose them to content language. Teachers will also have intergrated oppportinites in every lesson to monitor student progress and check for understanding.

## Part B: Direct Instruction Supplemental Program Information

The targeted population will be all of our ELL students; Beginners, Intermediate, and Advance; including SIFE, Newcomers, ELLs with Special Needs, and Long Term ELLs, in grades K-5. Each class within each proficiency Level, grouped by grade level, will consist of 15-20 students, instructed by a certified teacher in ESL and/or Bilingual. The After School program will also have a designated timeframe for test readiness which will include the NYSESLAT, the ELA, State Math, and/or Science. Instruction will include test structure, organizing the materials needed for studying, using study techniques. Teachers will use and show a variety of ways to solve problems and answer detailed specific questions by building on skills and strategies practiced in the official classroom. Teachers will align lesson plans with the core curriculum standards and make any needed adjustments to ensure that they're teaching what's going to be on the test. Teachers will actively engage students in authentic literacy activities so that they become capable readers and writers by using a balance approach that combines explicit instruction and authentic application. In addition, examining the genres in reading and writing, teaching the formal language of tests and test-taking strategies, and providing opportunities to read, write, and solve mathematical problems as part of their existing instructional programs, not in isolation of test preparation.

For parents, we will offer several classes monthly for parents in ESL, computer, literacy Book-clubs, math, nutrition, arts and crafts. We have special sessions that focus on HIV, and citizenship classes. In addition, we have parent workshops delivered in Spanish by school staff on various topics of interest, including curricular and technology.

Our ELL Parent Book Club will help parents learn 7 keys of reading comprehension by reading the textbook "7 Keys To Comprehension" by Susan Zimmermann. After reading the textbook, the Book-Club will practice the skills while reading the novel "Esperanza Rising" by Naomi Leon. This learning experience will empower our parents to take an active role in their child's learning and cultivate a partnership that will help all children succeed.

E.S.L. Program for our Parents - The ESL Program is offered, 3 days a week from 8:30 - 11:30 a.m., to our parents to provide support and instruction in the English language, American culture, and academic and cognitive areas which will enable them to become successful partners in our schools, the community, and most important in their children's educational life.

Studio in a School - The Long Term Program gives children the foundation of a comprehensive arts education. It builds foundational art skills that meet the grade level benchmarks of the Arts Blueprint. It develops creative and critical thinking skills and habits. Children learn to observe the world closely, develop their imaginations, and reflect on what they and their peers create. They build both academic and domain-specific vocabulary while talking about art, asking and answering questions, describing their choices and intentions. They learn to follow directions as well as their imaginations. They develop respect for other people's work – their peers as well as established artists. They engage in creative learning, which inspires them to learn more. Student artwork is prominently displayed in changing exhibitions throughout the school and is also eligible for Studio's citywide exhibitions.

RAZ Kids - We have combined RAZ-Kids with our daily reading curriculum to access thousands of leveled books as ebooks to increase our student's reading comprehension, fluency, and practice to become

### Part B: Direct Instruction Supplemental Program Information

better, more confident readers. The student's also have access to RAZ-Kids online at home, or just about anywhere they go with Wi-Fi access.

### Part C: Professional Development

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

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

Begin description here:

The professional development program will highlight ESL strategies embedded in all content areas. All of our Teachers of all grades, regardless of classroom assignments, which includes ELL and/or Bilingual certified teachers and specialists, are included in the Professional Development sessions. Professional Development sessions are conducted by the principal, assistant principals, CFN specialists, staff developers, ESL Coordinator, and other school staff who have attended offsite trainings. All professional development has a focus on the ELL learner.

Topics for professional development are, but not limited to, the topics mentioned below. Timelines on these topics will mainly take place during our Monday Professional Development sessions, but will include additional sessions, at various times, throughout the school year of 2014/2015. The target audience includes everyone at P.S. 123 from Special Ed. teachers, Bil./ESL teachers, monolingual teachers, coaches, staff developers, guidance counselors, and administration.

#### PROFESSIONAL DEVELOPMENT 2014/2015

**MATHEMATICS** - Based on the results of the Spring'14 city/state mathematics test, teachers will delve in using strategies to assist students in a deeper understanding of explaining problems and solutions step-by-step, orally and written; raise the level of thinking; provide multiple ways to solving problems. Create and develop questions using the DOK model. Teachers will be knowledgeable about the variety of ways to instruct and show a solution any math problem.

Teachers will receive further information on rubrics in mathematics to assess student work. Teachers

## Part C: Professional Development

will be able to modify and adjust lessons according to student work analysis.

**READING** - Teachers will be provided with comprehension skills and strategies to incorporate in their lessons. Close reading will be the core of incorporating the reading skills that will guide students reading strengths and abilities. Students will learn how to chunk the text to determine importance, understand text structures, make text connections, synthesize information across various passages and texts to form an opinion, formulate questions to gain a deeper understanding of any given text, and look back at a text to analyze and construct unique meaning.

**DATA ANALYSIS OF NYSESLAT** - To become aware and knowledgeable In NYSESLAT scores and understand the implications of the data. Teachers will analyze data with the ELL Coordinator and understand how the data will guide their lessons and their differentiated planning. The data will provide teachers the opportunity to create and implement tasks that allow students to be cognitively engaged and respond in a variety of ways to develop language acquisition in reading, writing, speaking, and listening.

**ESL TECHNIQUES AND STRATEGIES** - To become knowledgeable of ESL techniques. To develop methods of embedding ESL strategies in all content areas. Developing scaffolding techniques for English Language Learners, such as using "think-alouds", Graphic Organizers, activating prior knowledge, cooperative group techniques, Think-Pair-Share, and using a variety of instructional tools to enhance learning.

**AFTER-SCHOOL** - The focus will be on using Best Practices for differentiated and scaffolded supports for the all students. Teachers will become knowledgeable of the Literacy components that will immerse students in variety of ways to read, write, listen, and speak. Literacy components include, but not limited to, Guided Reading, Independent Reading, Read Aoud, and Word Study.

**Instructional strategy groups** Teachers will construct instructional strategy groups of students for needed strategies and skills to provide intensive intervention using a variety of materials and/or programs.

**WRITING** - By analyzing student's writing pieces and scoring various student writing, teachers will gain a better understanding of individual student needs. Teachers will have a deeper understanding of the students' writing process according to grade level expectations. They will analyze and develop rubrics that target the writing traits within each writing genre; narrative, informative/explanatory, and opinion pieces.

**VTS: Visual Thinking Strategies** - Students need to development their language skills. VTS uses teaching and thinking through discussion of art. Students articulate ideas drawn from examining art, and respond to each other's comments. Verbalization is the key. To learn to facilitate open-ended discussions about sequenced works of art using developmentally based questions and a supportive method of responding to student participation

### Part C: Professional Development

CFN support planned meetings as per CFN schedule. This component will be at no cost to program.

### Part D: Parental Engagement Activities

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

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

Begin description here:

In order to keep our parents informed and well engaged, we will provide a variety of workshops and meetings on a monthly basis, which includes the most anticipated meeting..."Coffee with the Principal". Meetings and/or workshops are geared toward grade appropriate material that will provide the parents with hands on activities and materials they can utilize at home, as well as, an array of Home-School resources that parents can use to help in their understanding of upcoming assessments... End-of-Units, City, and State-Wide.

The ELL Coordinator held two ELL Parent Orientations to ensure the attendance of all Parents of our ELL new-comers in order to inform them of the ELL identification process, Parent Choice of programs, and entitlement procedures.

Monthly meetings and/or workshops include topics regarding the NYSESLAT, ELA, State Math Test, Science Test, and End-of-Unit Assessments provided by all teachers, according to grades. Parents are provided with strategies and materials they can use at home to support their child's learning across the content areas. Parents have been made aware of the resources on the D.O.E. website and how to download materials for practice at home. Each teacher has provided all parents with access to the reading program RAZ Kids for further reading comprehension support. Monthly workshops will continue to be based on Home-School instructional connections.

The monthly "Coffee with the Principal" is a meeting that both the principal and parents sit to discuss topics related to organizing school events, upcoming events, volunteerism, school and community goals, and building positive family relationships. The meeting is geared to building a partnership between the school and all families for the purpose of working together to create a community of learners and thinkers.

Monthly meetings held by our Parent Coordinator, Ms. Marisol Rivera, also include awareness of health, community resources available, citizenship, and nutrition.

All teachers are utilizing the designated time every Tuesday afternoon to contact parents and provide

## Part D: Parental Engagement Activities

useful information that they can use at home to assist with homework and monthly projects.

Our ELL Coordinator will specifically target all ELL parents, by grade, in December and provide in-depth information on the NYSESLAT exam. The information will include the organization and structure of the test, by grade, what skills each modality will target according to grade, types of questions, writing genre, and the variety of text provided for reading. The ELL Coordinator will then provide specific learning tools and strategies parents can use at home to help enhance academic learning and language development.

Family Celebrations are held by each classroom to teacher at the end of every unit in reading and writing, cultural and holiday celebrations in which parents are invited to come to the school to take part in their child's learning environment. These celebrations serve as a platform for parents to have a better insight of the academic accomplishments of their child and take a closer view of the end product of their individual and detailed learning process. Parents are welcomed to take part of this learning process and encouraged to continue to support at home, with our continued guidance.

For parents, we will offer several classes monthly for parents in ESL, computer, literacy Book-clubs, math, nutrition, arts and crafts. We have special sessions that focus on HIV, and citizenship classes. In addition, we have parent workshops delivered in Spanish by school staff on various topics of interest, including curricular and technology.

Our ELL Parent Book Club will help parents learn 7 keys of reading comprehension by reading the textbook "7 Keys To Comprehension" by Susan Zimmermann. After reading the textbook, the Book-Club will practice the skills while reading the novel "Esperanza Rising" by Naomi Leon. This learning experience will empower our parents to take an active role in their child's learning and cultivate a partnership that will help all children succeed.

E.S.L. Program for our Parents - The ESL Program is offered, 3 days a week from 8:30 - 11:30 a.m., to our parents to provide support and instruction in the English language, American culture, and academic and cognitive areas which will enable them to become successful partners in our schools, the community, and most important in their children's educational I

Translation and Interpretation Services are offered to increase the involvement of parents in our school. This Title III, funding is used to translate important policy and procedural documents, mainly in Spanish. The Parent Handbook, Student and Parent Behavioral Contract, and ELL Entitlement Letters are the documents we have made available. Translation and interpretation services are put in place as needed. Additionally, interpretation services are a daily practice we have in place as communication between school staff and parents.

## Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

|                                      |                         |                          |
|--------------------------------------|-------------------------|--------------------------|
| District <b>32</b>                   | Borough <b>Brooklyn</b> | School Number <b>123</b> |
| School Name <b>The Suydam School</b> |                         |                          |

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|   |   |
|---|---|
| Principal <b>Mrs. Veronica Greene</b>             | Assistant Principal <b>Ms. D. Ibarguen /Ms. B. Henchy</b> |
| Coach   | Coach   |
| ESL Teacher <b>Ms. M. Sierra</b>                  | Guidance Counselor <b>Ms. T. Goldstein</b>                |
| Teacher/Subject Area <b>Ms. Estevez</b>           | Parent <b>Ms. W. DeJesus</b>                              |
| Teacher/Subject Area <b>Ms. L. Morales</b>        | Parent Coordinator <b>Ms. M. Rivera</b>                   |
| Related Service Provider <b>Ms. A. Gibbons</b>    | Other   |
| Network Leader(Only if working with the LAP team) | Other   |

### C. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program.           | <b>8</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>3</b> | Number of teachers who hold both content area and ESL certification          | <b>5</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>1</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>2</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>6</b> | Number of special education teachers with bilingual extensions               | <b>5</b> |

### D. Student Demographics

|  |            |                      |            |   |               |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>893</b> | Total number of ELLs | <b>185</b> | ELLs as share of total student population (%) | <b>20.72%</b> |
|--|------------|----------------------|------------|---|---------------|

# 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 checked="" type="checkbox"/> | No <input type="checkbox"/>            | If yes, indicate language(s): English / Spanish |

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       | Tot #      |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |           | 10        | 6         |           |           |          |          |          |          |          |          |          |          | 16         |
| <b>Freestanding ESL</b>   |           |           |           |           |           |          |          |          |          |          |          |          |          |            |
| SELECT ONE  | 48        | 45        | 20        | 30        | 20        | 6        |          |          |          |          |          |          |          | 169        |
| SELECT ONE  |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| <b>Total</b>  | <b>48</b> | <b>55</b> | <b>26</b> | <b>30</b> | <b>20</b> | <b>6</b> | <b>0</b> | <b>185</b> |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                                |    |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs                    | 185 | Newcomers (ELLs receiving service 0-3 years) | 174 | ELL Students with Disabilities | 50 |
| SIFE                        | 0   | ELLs receiving service 4-6 years             | 11  | Long-Term (completed 6+ years) | 0  |

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

|               | ELLs by Subgroups |      |     |                  |      |     |                                    |      |     | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
|               | ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     |       |
|               | All               | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |
| TBE           |                   |      |     |                  |      |     |                                    |      |     | 0     |
| Dual Language | 16                |      |     |                  |      |     |                                    |      |     | 16    |

| ELLs by Subgroups |                  |          |           |                  |          |          |                                    |          |          |            |
|-------------------|------------------|----------|-----------|------------------|----------|----------|------------------------------------|----------|----------|------------|
|                   | ELLs (0-3 years) |          |           | ELLs (4-6 years) |          |          | Long-Term ELLs (completed 6 years) |          |          | Total      |
|                   | All              | SIFE     | SWD       | All              | SIFE     | SWD      | All                                | SIFE     | SWD      |            |
| ESL               | 158              |          | 45        | 11               |          | 7        |                                    |          |          | 169        |
| <b>Total</b>      | <b>174</b>       | <b>0</b> | <b>45</b> | <b>11</b>        | <b>0</b> | <b>7</b> | <b>0</b>                           | <b>0</b> | <b>0</b> | <b>185</b> |

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

| Dual Language (ELLs/EPs*)                      |          |          |           |          |          |           |          |          |          |          |          |          |          |          |          |          |          |          |           |           |
|--|----------|----------|-----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| K-8  |          |          |           |          |          |           |          |          |          |          |          |          |          |          |          |          |          |          |           |           |
| Number of ELLs by Grade in Each Language Group |          |          |           |          |          |           |          |          |          |          |          |          |          |          |          |          |          |          |           |           |
|  | K        |          | 1         |          | 2        |           | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL     |           |
|  | ELL      | EP       | ELL       | EP       | ELL      | EP        | ELL      | EP       | ELL      | EP       | ELL      | EP       | ELL      | EP       | ELL      | EP       | ELL      | EP       | ELL       | EP        |
| SELECT ONE                                     |          |          | 10        | 8        | 6        | 12        |          |          |          |          |          |          |          |          |          |          |          |          | 16        | 20        |
| SELECT ONE                                     |          |          |           |          |          |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         | 0         |
| SELECT ONE                                     |          |          |           |          |          |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         | 0         |
| <b>TOTAL</b>                                   | <b>0</b> | <b>0</b> | <b>10</b> | <b>8</b> | <b>6</b> | <b>12</b> | <b>0</b> | <b>16</b> | <b>20</b> |

| Dual Language (ELLs/EPs)                       |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 9-12   |          |          |          |          |          |          |          |          |          |          |
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |
|  | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|  | ELL      | EP       |
| SELECT ONE                                     |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

**This Section for Dual Language Programs Only**

|   |   |
|---|---|
| Number of Bilingual students (students fluent in both languages): <u>36</u> | Number of third language speakers: <u>0</u> |
| Ethnic breakdown of EPs (Number):   |   |
| African-American: <u>    </u>   | Asian: <u>    </u>                          |
| Native American: <u>    </u>  | White (Non-Hispanic/Latino): <u>    </u>    |
|   | Hispanic/Latino: <u>36</u>                  |
|   | Other: <u>    </u>                          |

**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      | 46        | 53        | 26        | 30        | 20        | 6        |          |          |          |          |          |          |          | 181        |
| Chinese      | 1         | 1         |           |           |           |          |          |          |          |          |          |          |          | 2          |
| Russian      |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| Bengali      |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| Urdu         |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| Arabic       | 1         | 1         |           |           |           |          |          |          |          |          |          |          |          | 2          |
| Haitian      |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| French       |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| Korean       |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| Punjabi      |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| Polish       |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| Albanian     |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| Other        |           |           |           |           |           |          |          |          |          |          |          |          |          | 0          |
| <b>TOTAL</b> | <b>48</b> | <b>55</b> | <b>26</b> | <b>30</b> | <b>20</b> | <b>6</b> | <b>0</b> | <b>185</b> |

## 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)     | 28 | 6  | 3  | 3  | 5  | 1 |   |   |   |   |    |    |    | 46    |
| Intermediate(I) | 9  | 13 | 2  | 5  | 3  | 2 |   |   |   |   |    |    |    | 34    |
| Advanced (A)    | 11 | 36 | 21 | 23 | 11 | 3 |   |   |   |   |    |    |    | 105   |
| Total           | 48 | 55 | 26 | 31 | 19 | 6 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 185   |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|

**NYSESLAT Modality Analysis**

| Modality Aggregate     | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/<br>SPEAKING | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                        | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                        | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                        | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/<br>WRITING    | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                        | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                        | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                        | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3                     | 3       |         |         |         | 3     |
| 4                     | 11      | 2       |         |         | 13    |
| 5                     | 4       |         |         |         | 4     |
| 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                     | 2       |    |         |    |         |    |         |    | 2     |
| 4                     | 12      |    | 3       |    |         |    |         |    | 15    |
| 5                     | 5       |    | 1       |    |         |    |         |    | 6     |
| 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 | 1       |    | 2       |    | 3       |    |         |    | 6     |
| 8 |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 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 Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

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

- 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.  
At P.S. 123 the Fountas and Pinnell assessment is used school-wide to measure grade level comprehension, fluency, reading rate, and accuracy. In addition, a
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After examining the LAB-R and the NYSESLAT, results show that in grades 1-5 highest scores were demonstrated in the Speaking modality; followed by Listening. The Reading Modality demonstrated a gradual improvement compared to last year's results across grades 1-5. The Writing modality demonstrated a significant decrease across grades 1-5 compared to results in 2012.

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 [AMAQ tool](#))

Our ELL students are engaged, daily, in oral language experiences, such as, accountable talk, turn and talk, debates, and grand conversations. Therefore, in the combined scores for Listening and Speaking, it demonstrates an overall progress towards proficiency in English Language Acquisition. Yet, the combined scores for Reading and Writing, demonstrates a greater need for rigorous instruction in using a variety of reading skills and writing for a variety of purposes. Teachers in grades K-5, collaborate during common preps on a weekly basis to analyze data and plan lessons that will engage students in grade appropriate reading and writing tasks for the purpose of academic success. Teachers are implementing reading strategies through guided reading in small groups. The Writing process and writing conventions are being taught explicitly, especially in the upper grades, using content based texts. The information revealed in our AMAQ is utilized to design and implement lessons that promote reading, writing, listening, and speaking skills for academic progress and language acquisition.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The NYSESLAT results show that the Speaking and Listening components to be a strong area of cognition for our ELL population. The Reading component shows a fair pattern of progress, especially within our Advance students. The Writing component is an area of concern, since results show a decrease within the raw score in comparison to last year's score among all of our ELLs in grades 1-5.

Most of our ELL students in grades 3-5, about 70%, scored a level a level 1 on the ELA. The remainder scored a level 2. Data shows that there is a correlation between scores among the ELA and NYSESLAT - Reading and Writing components.

Our ELLs have not been administered the ELL Periodic Assessments as of yet.

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

Our teachers continuously analyze data with the purpose of driving instruction that is conducive to their learning needs. Teachers create meaningful lessons that link background knowledge with new information. Instruction is designed to develop cognition, higher order thinking, comprehension, and develop vocabulary. Our main goal is to build students' oral language abilities to form, express, and convey ideas by sharing ideas, questioning, and grand conversations. Teachers utilize language prompts and frames for our beginner ELLs as a scaffolding tool as they progress in using the English language. Teachers assess, evaluate, instruct, and prescribe in a cyclical manner for the purpose of flexible grouping.

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

In instructing our ELL students the first focus is on providing a high quality instruction that fosters an array of opportunities for discussions. Teachers arrange their classroom to accommodate conversation between students, small group of students, and herself on a regular and frequent basis. She ensures that student talk occurs at higher rates than teacher talk.

The teacher guides conversation to include students' views, judgments, and rationales using text evidence and other substantive support. The teacher consistently observes by listening carefully to assess levels of students' understanding. Teachers assists students' learning throughout the conversation by questioning, restating, praising, encouraging, etc. Teachers and the ELL coordinator carefully plan these instructional goals periodically to ensure best practices for language development.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Our Dual Language teachers, 1<sup>st</sup> and 2<sup>nd</sup> grades, monitor their students performance continuously so that they can tailor their instruction to promote student learning. Students are assessed in both languages using Fountas & Pinnell Running Records, End-of-Unit Assessments, teacher observations, On-demand writing, Oral Language checklist, and one-on-one conferences. We are currently researching the possibility of piloting EL SOL, a Spanish early childhood literacy assessment to measure the EPs second language progress. The language proficiency in the second language of our EPs is basically Beginners. They are proficient in reading, writing, listening, and speaking in the English language. The current population ranges from grades 1-2, before students are required to take City and State assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our teachers use the NYSESLAT results to evaluate the success of our Dual Language program. Our students are given the Fountas & Pinnell Running Records assessment at least three times a year to monitor their phonemic awareness, vocabulary, fluency, and comprehension skills.

## Part IV: ELL Identification Process

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

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

When students are newly admitted into P.S. 123, a certified pedagogue administers the Home Language Identification Survey (HLIS). This initial screening process includes an oral interview in English and in the family's native language to ensure the validity of the HLIS and to gather additional information not requested on the HLIS. The ELL Coordinator, Ms. Maria Sierra, has been trained to conduct the HLIS accurately and is a certified pedagogue of ESL/Bilingual Programs. Students who are identified to have a home language other than English are tested with the Language Assessment Battery Revised (LAB-R) within 10 calendar days of admittance to determine their entitlement to ELL services. The LAB-R is hand scored at the school level. All students who have scored at a Beginning and Intermediate level of English language proficiency, according to the results of LAB-R, are provided with 8 periods (360 minutes) of ESL services by a fully-certified ESL teacher. Students who have scored at an Advanced level of English language proficiency are provided with 4 periods (180 minutes) of ESL and 4 periods (180 minutes) of ELA. All students who pass the LAB-R are determined to be proficient in English and are placed in a regular mono-lingual class. All entitled English Language Learners are evaluated on their progress of English language acquisition annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The level of their English Language proficiency is then determined by the result of the NYSESLAT and is provided with necessary ESL services accordingly.

Aligned to the parent requests, on the parent surveys we received in September 2010, we organized a self-contained ESL class in kindergarten for all Beginners and Intermediate ELLs. We also placed all Advanced Kindergarten ELLs (14) in a mono-lingual class where they will receive ESL push-in services by a fully-certified ESL teacher. Although all instruction will be conducted in English according to parental choice, we will provide books and picture dictionaries in the students' native language. We will also have an afterschool program for our upper-grade ELLs, 3rd, 4th, and 5th grade ELL students in order to immerse them in academic work and activities that will enhance their English language development in all four modalities. In addition, we will be conducting a Title III Saturday Academy program for Newcomers where we will provide native language support, as well as intensive instruction in English using ESL strategies.

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.

When the students are determined to be English Language Learners (ELL) and therefore entitled to ELL services, parents/guardians are invited (through written notices) to a parent orientation. We conducted a large-scale ELL Parent Orientation on September 17, 2013 and are planning another orientation in June 2014. ELL Parent Orientations empower parents with knowledge of guidelines, compliance and the distinctions of Transitional Bilingual, Dual Language, and ESL Programs. The parents are then given options to select what program their ELL child will participate in for the academic year 2013-2014 through the completion of the Program Selection Form.. We present their options (to choose a Transitional Bilingual, Dual-language or an ESL program) with clarity and objectivity. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system with the information on the organization of the school system and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are also provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents

are provided with a Q & A session for further explanation of their program choices, of the state and city standards, the core curriculum, assessment, student expectations, and general educational program requirements. This enables parents to make an informed and sound educational decision as to which program best meets the needs of their child. In addition to the two large-scale ELL Parent Orientations, our Parent Coordinator and ESL Coordinator will conduct on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children's academic needs.

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

Immediately after the ELL Parent Orientation in September 2013, parents were requested to fill out a Parent Survey and Program Selection form. The ELL Coordinator and Parent Coordinator provided further clarity of their options as they completed the documents during the end of the orientation. Parents were provided with an option to return it within the week if they needed additional time to make a decision. The Parent Coordinator and the ESL Coordinator also reached out to individual parents who have not participated in the ELL Parent Orientation through phone calls and letters. Phone calls are recorded on a log for reference. We request meetings with each parent in order to ensure that all parents are well-informed and students are placed appropriately. Entitlement letters and Non-Entitlement letters are sent to all ELL parents in mid-September informing them of their child's score on the LAB-R /NYSESLAT and the ESL services they will be receiving throughout the year. Copies of Entitlement Letters and Non-entitlement letters are kept in a binder in the ELL Coordinator's office.

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.  
We organize our ELL programs strictly according to parental choice made on the Parent Survey and Program Selection forms. We are committed to organizing a Transitional Bilingual class if we have at least 15 Parent Surveys with TBE as their choice (If a form is not returned, we understand that the default program for ELLs is Transitional Bilingual Education as per CR Part 154.) All letters, brochures, and meetings (including Parent Orientation) are conducted in the parents' native language and in English. Any and all consultation and communication is translated in their native language in order to ensure that the parents are well-informed. If it is a native-language less common, we call the translating services for assistance, or reach out volunteers within our community. If we do not have enough parents selecting TBE as their choice, we have individual meetings with parents to provide them with information and aid in transferring the student to a nearby school with a quality TBE program that is appropriate for their child.
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.  
All entitled English Language Learners are identified and confirmed by reviewing the following ATS reports: RLAT, RLER, LAB-R, and most recently the UYRE. Teachers administering the NYSESLAT with a schedule and manual for the administration of the Listening, Speaking, Reading, and Writing components. The Testing Coordinators count-out materials and construct a schedule with specific dates for the appropriate administration of all Four Modalities. Dates for make-ups are included in the schedule to ensure that all ELL students are administered the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing past Parent Selections, in past years parents selected ESL and Bilingual programs. This school year, 2013-2014 the vast majority of Newly Admitted ELL parents chose to place their child in an ESL program, according to the Parent Surveys that we received in September of 2013. To this date, 39 ELL parents out of 42 Kindergarten ELL parents chose to place their child in ESL and 3 parents have not returned the Parent Survey. None of the parents chose to place their child in TBE. We are still working to reach the 3 parents who did not return the Parent Survey in kindergarten. In first grade, third grade, and fifth grade, there is one Newcomer whose parents have chosen the ESL program for her child. Also, in fourth grade, one Newcomer's parent has chosen to place their child in the ESL program. Four parents opted for the Dual Language program; two in first grade and two in second grade.

Aligned to the parent requests, on the parent surveys we received in September 2013, we organized 2 self-contained ESL classes in kindergarten for all Beginners, Intermediate, and Advance ELLs. We also placed all Advanced Kindergarten ELLs (14) in a monolingual class where they will receive ESL push-in services by a fully-certified ESL teacher. Although all instruction will be conducted in English according to parental choice, we will provide books and picture dictionaries in the students' native language. We will also have an afterschool program for our upper-grade ELLs, 3rd, 4th, and 5th grade ELL students in order to immerse them in academic work and activities that will enhance their English language development in all four modalities. In addition, we will be conducting a Title III Saturday Academy program for Newcomers where we will provide native language support, as well as intensive instruction in English using ESL strategies.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

In the year 2013-2014 we have organized self-contained ESL classes in Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, and 5th grade. In our Self-contained classes, we have licensed pedagogues who incorporate researched based ESL methodologies across content areas. Instruction is delivered only in English, but supported by the use of ESL techniques and strategies, such as TPR, visuals, and realia to make content comprehensible to enrich language development. Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, interpret, apply and transmit information. ELLs with IEPs are grouped in a class based on IEP recommendation will receive all mandated hours of ESL services, as per CR Part 154, by a fully certified ESL teacher using the Push-In model. In all grades the classroom teacher and the ESL Coordinator plan together and co-teach during all ESL periods. All English Language Learners were placed in their appropriate grade levels. In all grades, ELLs are grouped heterogeneously (mixed proficiency levels) and are being targeted with differentiated instruction within small groups by an ESL certified teacher.

Students receive mandated hours of ESL instruction in accordance with the individual students' result of the LAB-R and New York State English as a Second Language Achievement Test. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA. One full-time ESL certified teacher is pushing into some classes to provide all mandated hours of ESL services to entitled students. Native language support is being provided in small groups according to the needs of the individual students by trained classroom teachers and the ELL Coordinator. Spanish libraries are available for students that need support in their native language.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students receive mandated hours of ESL instruction in accordance with the individual students' result of the LAB-R and New York State English as a Second Language Achievement Test. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA. Our Dual Language classes instruction across the content areas is delivered in the native language, Spanish, 45 minutes per day. One full-time ESL certified teacher is pushing into some classes to provide all mandated hours of ESL services to entitled students. Native language support is being provided in small groups according to the needs of the individual students by trained classroom teachers and the ELL Coordinator. Spanish libraries are available for students that need support in their native language.

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.

At P.S. 123 teachers of ELLs within both programs, E.S.L. and Dual Language, combine literacy and content-area work throughout the day. Everything that our ELLs are reading, writing, listening, and talking about relates to familiar content-area topics. ELL students are able to use content and language they learn, to understand NEW content and language related to the topic. Teachers explicitly teach content-based vocabulary and model the use of language structures to increase their ability to comprehend what they read, and use that language when writing and speaking. More importantly, teachers of our ELL students model and use academic language, repeatedly, throughout the day and each unit-of-study, providing them an array of opportunities to read, write, listen, and speak using the content-based language, in which results in greater language development. The Common Core Learning Standards pushes for teaching content so that it's accessible to all students, including ELLs. Our teachers ensure that they have a good understanding of the lesson and use scaffolding strategies to assist in retaining new content in their new language, especially the content in reading materials that support the lesson, considering the entire reading process - before, during, and after. Teachers of ELLs integrate the content areas with Literacy through Read Alouds, Close Reading, and Guided Reading groups; varying from non-fiction and fiction books paired with their curriculum materials; which are Expeditionary Learning for grades 3-5 and Core Knowledge for grades K-2. Teachers plan for learning content and language by creating language objectives along with their focus learning targets, and engaging students in interactive writing, book talks, pre-reading vocabulary activities, collaborative projects, and partner work. ELLs are engaged in strategies that make content comprehensible and foster language development, such as hands-on projects, peer interaction, small group instruction, word walls, with pictures, personal student dictionaries, anchor charts with images, and using technology for additional support. Teachers provide the tools and materials to support learning content and literacy in their second-language by quality instruction and plenty of opportunities to read, write, listen, and speak in their new language.

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

Our ELL students are placed in an ESL program, based on Parent Choice. Students in the ESL program are assessed in English using the Fountas and Pinnell Running Records, end of Unit tasks, one-on-one conferences, teacher created rubrics. These assessments are analyzed carefully on a regular basis. The data teachers collect informs them of their students' English language development in reading, speaking, listening, and writing. In the Dual Language, grades 1 and 2, the teachers have used a teacher created Oral Language Checklist, as well as end of Unit tasks in Spanish. We are currently rolling out the "Estrellita" program, which focuses on Phonemic Awareness, Phonics, and Vocabulary in Spanish. The program has a built-in assessment after each Set-of-Steps completed. As with all assessments, it will be evaluated to ensure progress and drive instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers of the ESL and Dual-Language classes were able to analyze the NYSESLAT data to become well-informed about the performance of each ELL student in order to make sound educational decisions within instruction. In order to assist our ELL students in their progress towards English acquisition in all four modalities we have made certain to implement a baseline, midline, and endline assessment aligned to the NYSESLAT. After the administration of each assessment teachers will evaluate the data, compare, and identify strengths and weaknesses of each ELL student. In addition, teachers will use the built-in assessments at the end of every unit/module of each grades respective core curriculum, grades K-2: Core Knowledge, grades 3-5: Expeditionary Learning. Which aligns to the Common Core Learning Standards. Their findings will be used to drive and differentiate instruction in reading, writing, listening, and speaking. This process will ensure their progress towards English acquisition as measured by the NYSESLAT.
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) Plans for SIFE

Students with Interrupted Formal Educations, (SIFE), are students whose formal education has been interrupted for an extended period of time and who enter an English Language school system at the age of eight / nine, (3<sup>rd</sup> grade), or older, and who are at least two years behind their peers in reading in their native language and in other academic areas. Currently, P.S. 123 doe not have any SIFE students. Upon arrival, in such a case, after the ELL identification process, SIFE students will be placed in their appropriate program as per parent choice. In order to best support the special needs of these students, a fully certified ESL teacher will provide intensive small group intervention using a computer program, such as Imagine Learning to suport their native language, and RAZ for Kids/Reading A-Z for exposure to phonics, reading, and oral expression. ESL providers will support SIFE students through an accelerated and explicit teaching of academic and social language. They will use a guided reading program and Treasures to support them in a small group setting with individualized attention to meet their special needs. During ESL periods, students will receive native language support in small group setting. There will be on-going assessments being administered to SIFE by all service providers so that targeted educational plan can be continuously modified to fit the students' special needs. They will also be targeted for Title III Saturday program where instruction will focus on increasing all four modalities of language development across the content areas using the program "Getting Ready for the NYSESLAT". During Title III Saturday program, students will also receive native language support in small groups. Progress of our SIFE will be monitored closely by their classroom teachers and ESL Coordinator. They will have a quarterly meeting with the Parent(s) and teachers in order to ensure that their needs are being fully met.

b) Plan for ELLs in US Schools Less than Three Years (Newcomers)

Newcomers who have been in U.S. schools less than three years are also identified for targeted ESL instruction. They will receive 360 minutes of ESL instruction by a fully certified ESL teacher. Newcomers will also be targeted for a computer intervention program with native language support, such as Imagine Learning. Newcomers will also be emmersed in the Award Reading program, an online program, that focus lessons with explicit skills instruction in reading, listening, writing, inquiry, oral language, and visual literacy. In addition, they will be offered Title III Newcomers program and Title III Saturday Academy. Highly qualified ESL teachers will provide an accelerated and explicit teaching of academic language in all content areas during after school and in Saturday Academy. Newcomers will receive native language support during afterschool and in Saturday Academy. Newcomers will also be targeted for Extended Day Clubs and other enrichment programs to increase their language development across the content areas.

c) Plan for Long Term ELLs ~ 4-6 years

Analysis of the NYSESLAT scores for ELLs receiving ESL services for 4-6 years illustrate their overall wekness in reading and writing. The bulk of these long term ELLs are in 4th and 5th grade. We currently do not have any ELLs with 6+ years of service. These Long-term ELLs are monitored carefully. AIS providers will push-in and assist in targeting them to provide intensive and aggressive support daily in reading and writing during the Literacy Block. Their scores on the NYSESLAT, ELA, and Running Records will be cross-referenced to define their needs and to develop an educationa plan that will support and meet their needs. Collaboration is ongoing between the classroom teacher and the support providers. These students are mandated to participate in extended morning, and also attend after-school and Saturday Academy.

e) Plan for Former ELLs

Students who have received proficiency on the NYSESLAT no longer receive ESL services, their academic progress will be monitored continuously through formal and informal assessments, suc as the NYS/NYC assessments, Running Records, teacher observations, one-on-one conferences, On-demand writing, and End of Unit assessments. Classroom teachers, along with the ESL Coordinator will have quarterly meetings to ensure that theses sutdents are continuously making academic progress and to provide academic intervention as needed.

Teachers with newcomers, long-term or transitional students may use the following strategies:

- Focus on language use and language development in all areas of the curriculum.
- Identify and focus student language needs.
- Develop higher-level cognitive skills and critical thinking, rather than on simple recall.
- Provide good models of oral and written English used for a variety of purposes.

- Children are regularly involved in collaborative learning through group and pair work.
- Teachers regularly interact with children on an individual basis.
- Students are actively encouraged to be independent learners by having access to information sources such as word walls, dictionaries, learning centers, computers and library.
- Analyze patterns of proficiency level progress in the four modalities in order to increase meta-linguistic skills

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?

Ells with special needs will be identified by IEPs. All mandated hours of ESL will be provided by a licensed ESL teacher. IEPs, Formal, and informal assessments will be reviewed and analyzed by the ESL teacher along with the IEP teacher in order to plan and implement instruction to fith the need of all the ELL-SWDs. More importantly, they work together to scaffold instruction to meet the the demands of the Common core Learning Standards and create curriculum maps using the chosen curricular; Core Knowledge for grades K - 2, and Expeditionary Learning for grades 3-5. Planning rigourous content and application of knowledge through high order skills is emphasized during these meetings. Instruction in all academic areas are implemented through heterogeneous and homogeneous flexible grouping using appropriate grade level books, units, and tasks. All teachers designed a grade level classroom library consisting of genre studies, leveled - books, unit studies, and content area themes. Teachers will also use the following strategies to accelerate their English language development:

- Develop higher-level cognitive skills and critical thinking bybalancing knowledge, reasoning, and skills learning targets.
- Provide proficient models of oral and written English used for a variety of purposes.
- Engage students in grand conversations and collaborative learning through group and pair work.
- Engage students in academic programs via computer programs such as STAR FALLS and RAZ-KIDS

ELL-SWDs are offered equal access to all school programs. They are offered to attend Title I Afterschool on weekdays in addition to the Title III Saturday program. They are also targeted to for all enrichment programs during and after school and have access, (in school and at home), to learning intervention computer programs such as, PIXIE, Reading A-Z, ABCYA, and Mathzone.

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?

Each student's IEP will be reviewed carefully by the ESL teacher and the IEP specialist in order to best meet the educational goals stated on the IEP. The ESL teacher along with the IEP teacher will identify the stumbling blocks of progress; disabilit verses challenge caused by linguistic needs. ESL teachers will work hand in hand with the IEP teacher and the classroom Special Education teacher to bridge resources between the two areas on a bi-weekly basis. Aside from the school's Literacy Curricular ; Core Knowledge and/or Expeditionary Learning, resources include Classroom Connection Skill, Treasures, and Visual Thinking Strategies. Planning and implementation of scaffolded lessons are conducted within small group instruction, using Close Reading and Strategy lessons to ensure academic progress and English language acquisition in reading, writing, speaking, and listening. Students will be actively encouraged to be independent learners by having access to academic resources via computer The ESL teacher will provide appropriate native language support as well. The ESL teacher will also conduct individual conferences with the ELL-SWDs to regularly monitor their progress in all four modalities. Monitoring their progress will consist of analyzing patterns of proficiency level progress on the NYSESLAT and the Baseline, Mid-line, and End-line assessments aligned to the NYSESLAT, in order to increase their English language acquisition skills. ELLs with Special Needs will, likewise, be eligible for all academic intervention opportunities, such as, A.I.S., After school programs, Zero Hour programs, and Saturday programs, as well as, enrichment programs, such as, Studio in the School, The Big Green Theater, and Arts & Literacy program.

### 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**

### Courses Taught in Languages Other than English

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

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

|                       |  |  |  |  |
|-----------------------|--|--|--|--|
| Native Language Arts: |  |  |  |  |
| Social Studies:       |  |  |  |  |
| Math:                 |  |  |  |  |
| Science:              |  |  |  |  |
|                       |  |  |  |  |
|                       |  |  |  |  |
|                       |  |  |  |  |
|                       |  |  |  |  |

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

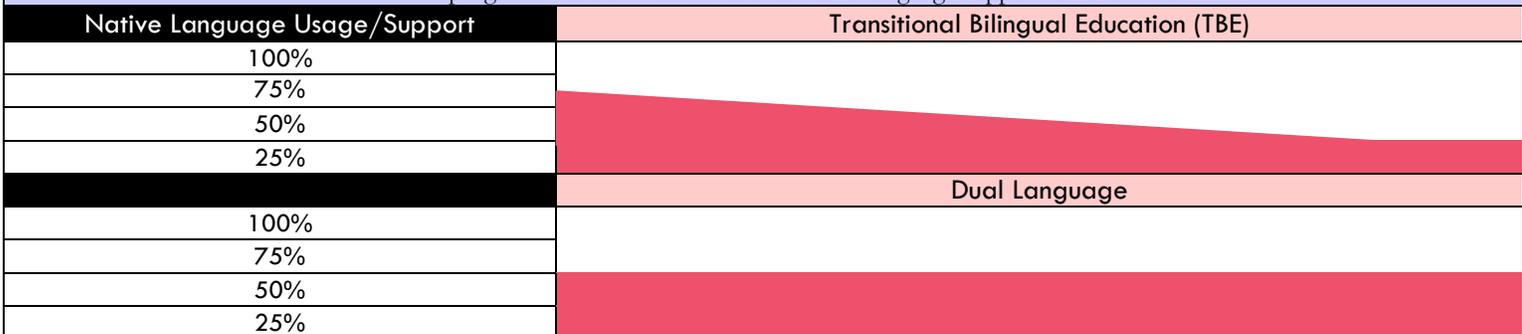
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

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

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
|  | Freestanding ESL |                     |                 |
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <b>TIME</b>  | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. |                  |                     |                 |

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs at P.S. 123 include, but are not limited to, Extended day, Saturday program, Academic Intervention Services, and Afterschool program. Instruction during these intervention services is delivered in English. Academic Intervention Services (AIS), is provided to all our ELL students on a daily basis for one instructional period. During AIS, students are provided small group instruction in reading, writing, and/or math. The AIS teacher collaborates with the classroom teacher to determine the students area of strenghts and needs of improvement in order to plan appropriately.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current literacy programs, (Expetionary Learning and Core Knowledge), anchored to the Common Core Learning Standards, seeks to provide ELL's complete accessibility to a standards based academic curriculum that parallels that of of the monolingual settings. The units of study are clearly defined to build the quality of speaking, listening, reading, and writing. During daily lessons students learn powerful academic strategies that include independence, self-direction, perseverance in problem-solving, research finding, determining importance, conveying information, and provideing text evidence, across all content areas. The learning standards are enriched with learning targets that build on comprehension, language, and higher order thinking skills. The present program are closley aligned to the needs of our ELLs in all four modalities; measurement of the effectiveness will be determined at the end of Unit tasks, as well as the results of the ELA and NYSESLAT in the Spring of 2014.
11. What new programs or improvements will be considered for the upcoming school year?
- for the upcoming school year we plan to incorporate the computer program Imagine Learning, or similar, for our Newcomers, SIFE, and other struggling ELLs in need of native language support. We also plan to include a Spanish club, for content area instruction in student's native language to support them further in their English language acquisiton. The support will be imperative to their academic language for the purpose of speaking and listening in a range of oral communication and interpersonal skills. In addition, we plan to add a more rigourous writing component that specify the skills for many types of writing purposes, writing over extended and shorter time frames, with an emphasis on inquiry and research.
12. What programs/services for ELLs will be discontinued and why?
- For the 2013-2014 school year we will not discontinue any of the programs or services our ELL population receive.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered equal access to all school programs. They are offered Title I Afterschool program, the Arts & Literacy afterschool program - sponsored by the Hispanic Coalition, in addition to the Title III Saturday Academy. They are also invited to part-take in the Zero-Hour sessions for Math/Literacy. During extended day many of our ELLs participate in the various Clubs for enrichment, that include, The Technology Club, Musci Club, Art Club, and Health Club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- During the Extended program teachers are using data to drive their instruction. Instructional materials used are Comprehension Skills Library for Literacy Intervention, Drexel University Math Forum for Math Problem Solving, Envisions, and Treasures. In addition to technology programs such as, Award Reading and Reading A-Z.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are provided native language support with content area books in their native language in all ESL classrooms. Students in the 4<sup>th</sup> and 5<sup>th</sup> grades are supported in their native language by having the assistance of a bilingual para-professional for 1 period daily. We are also providing native language support in small groups, and through the use of materials in the native language. All classrooms have books and bilingual dictionaries in the student's native language for their access.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All mandated ESL services are being provided in grade and age-specific groups. Our school's use Core Knowledge for grades K-2 and Expeditionary Learning for grades 3-5. These selected curriculum are are well developed, content-rich, and with the specific grade expectations set forth by the C.C.L.S. To supplement the grade specific curriculum teachers use independent reading books, of high-interest, for differentiated instruction and intervention methods to support students who perform below grade level. Other materials include books and computer resources appropriate to each grades content-area theme study.
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.
- In addition to the ELL Parent Orientation conducted in September and in June, we are organized a Curriculum Day for our newly enrolled ELL students and parents at the beginning of the school year. Newly enrolled students and parents are invited to be a

part of our class for a morning where they learn to orient themselves in a new school setting and curriculum. Teachers engaged the students in Read Aloud with Accountable Talk and other academic activities.

18. What language electives are offered to ELLs?

N/A

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)?

The targeted languages in our Dual Language program, in grades 1 -2, are English and Spanish. We focus on building biliterate, bicultural, and bilingual students. Teachers use the Rollercoaster Model to instruct reading, writing, and all content areas with a 2 week span to ensure the 50% -50% exposure in both languages. ELLs and EPs are intergrated all day, working on collaborative theme projects, book clubs, partner-work, interactive writing, grand conversations, and extra-curricular activities, all which contributes to language development. Both languages are considered equally important in our Dual Language program. The benefits of balancing both languages - bilingualism- it allows for creativity and problem solving, greater cross-cultural understanding, and marketability for future college and career goals in a bilingual and multilingual society.

### 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.

P.S. 123 recognizes the importance of on-going staff development. Therefore, the staff of the ESL programs will be offered various professional developments, which include PD conducted by an Aussie consultant focusing on ELLs, CFN,calendar day workshops and other ESL workshops provided by the Office of English Language Learners. The focus of the on-going staff development will be on: language acquisition and transference, scaffolding techniques, C.C.L.S., collaborative teaching, differentiated instruction, and data-driven instruction. We will also have monthly study groups to study practical strategies to enhance ELLs' oral language development, aligned to our ELL goal for the year 2013-2014.

In the year 2013-2014, we are planning to offer 5th grade ELL teachers with PD on supporting our 5th grade ELLs transition to middle school. Teachers will be reflecting on ways to increase student independence in and out of the classroom. They will also brainstorm issues and topics they may want to discuss in preparation of the transition to middle school

A minimum of 7.5 hours of ELL training will be provided for all staff who do not hold an ESL or a bilingual license. By attending ESL workshops, teachers will learn about language acquisition and transference in the four modalities, scaffolding techniques, ESL strategies and methodologies.

## 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?

Because P.S. 123 recognizes the importance of parental involvement in the education of all of our children, participation of our ELL parents in the on-going parent workshops and Parent Symposiums are highly encouraged. Many workshops specifically target ELL parents, such as ELL Parent Orientation (where parents are introduced to the different ELL programs offered in the city of New York), workshops on the NYSESLAT (presenting different ways to help ELLs achieve higher performance on the NYSESLAT). Parents are strongly encouraged to participate in assembly programs, Title I academic workshops in all content areas, PSA monthly meetings, multi-cultural events, enrichment programs, culminating events, science fairs, and all other parental activities. This year we plan to incorporate Literacy Workshops that will help parents understand the new NYS Learning Standards - C.C.L.S. - so they may better assist in their child's career and college readiness and plan for their academic success. In addition, Spanish books are given to our Spanish reading families. Our Parent Coordinator encourages ELL parents to enroll in the Learning Leaders training to increase parental involvement.

P.S. 123 partners with many agencies and Community Based Organizations to provide workshops and other services to ELL parents. Some of the collaborating organizations and their services are as follows:

Hispanic Coalition - afterschool program in Art & Literacy

Children Services – workshops on child abuse

Help R.O.A.D.S. – provides workshops on domestic violence

Family Justice Center – provides parents with services on domestic violence

LAWHELP. Org - provide resources for free legal services, immigration and much more...

Brooklyn Public Library – provide on-site adult library card registration, reading programs for children and parents.

Wyckoff Hospital – they provide parent workshops on Breast Cancer, Autism, and health screening

Learning Leaders – provide parent workshops on reading, writing, math, and parent volunteer training

Homebase – provides information on tenant's rights and housing programs

CAMBA – provides information on immigration support

Health Plus – provides parents with health workshops and health insurance

Bushwick Psychotherapy Center – provide family counseling in their office and parent workshops

Our Parent Coordinator reaches out to our ELL parents on a monthly basis through PSA meetings, workshops, surveys, letters, flyers, calendars, and phone calls. Through the means mentioned, we evaluate the needs of our parents and work together to meet their needs through various resources.

Our Parent Staff Association works together with our Parent Coordinator and our teachers in school workshops, activities, and events to increase parental involvement on all levels. We also work together as a team to provide parents with programs such as the Adult ESL school program and a basic Computer program for parents. Here in P.S. 123 parents not only learn to support their children academically, but also work to strengthen family relationships, Health Awareness, and gain personal and professional growth.

### **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:

**School Name: P.S. 123**

**School DBN: 32BK**

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

| Name (PRINT)     | Title                | Signature | Date (mm/dd/yy) |
|------------------|----------------------|-----------|-----------------|
| Mrs. V. Greene   | Principal            |           | 1/10/14         |
| Ms. B. Henchy    | Assistant Principal  |           | 1/10/14         |
| Ms. M. Rivera    | Parent Coordinator   |           | 1/10/14         |
| Ms. M. Sierra    | ESL Teacher          |           | 1/10/14         |
| Ms. DeJesus      | Parent               |           | 1/10/14         |
| Ms. R. Estevez   | Teacher/Subject Area |           | 1/10/14         |
| Ms. L. Morales   | Teacher/Subject Area |           | 1/10/14         |
|                  | Coach                |           | 1/1/01          |
|                  | Coach                |           | 1/1/01          |
| Ms. T. Goldstein | Guidance Counselor   |           | 1/10/14         |
|                  | 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: 32BK12 School Name: PS 123

Cluster: 2 Network: 204

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

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

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

•Translation and Interpretation Services: At P.S. 123K during registration parents complete the Home Language Survey, which asks in Part 3: Parent Information - the written language and communicate the parent prefers to receive information from the school. During this same time parents fill out the emergency blue cards and other contact information in their native language. In addition, in September during parent-teacher orientation teachers take a quick survey of parents request for needed translation during conferences. Parent Biography Screen was developed on ATS. Everytime a new student arrives at our school, parents are given the sheet and a biography of language preference is created on ATS.

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.

•Most of our parents written translation and oral interpretation needs are in spanish, with 2 families in Chinese, and one family needing Arabic. All documents, school-wide and directly from the teacher, is sent home in English and Spanish. For the students that need Chinese and/or Arabic translation is provided with the help of one of their family members. Our findings were discovered mostly during parent- teacher association meetings, registration, and parent-teacher conferences.

## Part B: Strategies and Activities

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

All of our notifications are sent in Spanish and English. Whenever written translation services are required, we use in-house staff and teachers to assist in translation via written or orally. In cases where translation is needed in a language which can not be provided by another parent, teacher, or staff member, we use the Oral Translation Unit for assistance.

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.

Our oral interpretation services are provided by staff, teachers, and translation/interpretation services whenever necessary.

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>.

At P.S. 123K we have our notification requirements at the main entrance. The Bill of Rights and Responsibilities, and the Translation and Interpretation services for parents are posted in at the main entrance in 8 languages. Our safety plan contains procedures that specifically call for interpretative services if parents need or request it. In addition, our parent coordinator assist us in ensuring that parents are aware of their rights in their specific language. The parent coordinator makes certain that all parents are aware of the Translation and Interpretation Unit available for them.

