

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: SILAS B. DUTCHER
DBN (i.e. 01M001): 15K124
Principal: ANNABELL BURRELL
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Superintendent: ANITA SKOP
Network Leader: CYNTHIA J. FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Annabell Burrell	*Principal or Designee	
Angela Smith/Designee	*UFT Chapter Leader or Designee	
Thom Widmann/Designee	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Migdalia Franklin	Member/ Teacher	
Erika Toledo-Ferraro	Member/ Teacher	
Jessica Regevik	Member/Teacher	
Zoe Gaby	Member/ Parent	
Scott Powell	Member/ Parent	
Darren Bloch	Member/ Parent	
Laura DiGiovanni	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Improve the literacy skills for 20% of Level 1-3 (ELA) English language learners in grades 4 & 5 as evidenced by a 20 scale score point increase per students on the spring 2015 New York State English Language Arts Exam and/or NYSESLAT.

Comprehensive Needs Assessment

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

20 students in grade 3 and 13 students in grade 4 performed at Level 1 on the New York State English Language Arts Exam administered in the spring of 2014 for a total of 33 students. These are the current grade 4 and grade 5 students. Of these 33 grade 3 and grade 4 students, 15 are English Language Learners.

Classroom teachers and specialists have expressed that they are challenged by the needs of ELLs across all grade levels. Results of student performance on the New York State English as a Second Language Achievement Test administered in the spring of 2014 report that 4 students achieved beginner status in the current 4th and 5th grade, 7 students achieved intermediate status and 4 students achieved advanced status. Historically, ELLs have had the most challenge in achieving grade level reading and writing skills compared to their English dominant grade peers. Classroom observations have demonstrated that teachers need additional supports in designing instruction and differentiating instruction for ELLs in English language arts.

Instructional Strategies/Activities

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

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

1. ESL teacher and classroom teachers will work collaboratively to review ELL data and analyze student writing to carefully tailor lesson to address English language needs.
2. Classroom and ESL teacher will ensure that ELL students are matched to books in their independent reading level (especially non-fiction books) and closely monitor students progression through the levels in reading levels. These will be the books they read independently in class and at home.
3. Increased focus on formalized vocabulary instruction during shared, guided and independent reading experiences.
4. Structured and differentiated instruction in grammar and syntax through teacher modeling.

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

1. * Classroom teachers/ESL Teacher/Rtl Specialist/Data Specialist/SETSS Teacher
2. * Classroom Teachers/ESL teacher/Rtl Specialist
3. * Classroom Teachers/ESL Teacher/Science Specialist
4. * Classroom Teachers/ESL Teacher/Librarian

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

1. Periodic review of teacher collected data and analysis resulting in adjustments in curriculum and instruction and review of student progression in writing.
2. Students will maintain a personal dictionary to track vocabulary learning that will include standard definitions, personal definitions and examples of sentence use.
3. Students will increase reading fluency and comprehension by two independent reading levels by June as measured by Fountas and Pinnell Reading Assessment 2.
4. Students will improve social studies and science vocabulary comprehension as demonstrated through the analysis of published writing pieces and classroom work in the social studies and science notebooks; sentence construction and appropriate use and application of new vocabulary

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

1. October 2014-June 2015
2. October 2014-June 2015
3. October 2014-June 2015
4. October 2014-June 2015

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

1. All teachers will receive professional development on data analysis and collaborate during common prep periods to plan instruction for ELLs.
2. ELLs with IEPs will work on strategies with the SETTS teacher and Speech therapist, in addition to classroom support according to their IEPs.
3. ELLs will receive ESL writing support from the ESL teacher twice a week in addition to daily classroom support.
4. ELLs will receive support from the science specialist on oral and written use of key science vocabulary for their grade and participate in after-school intervention support once a week.

Strategies to Increase Parental Involvement

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

- Parents will be encouraged and provided the opportunity to participate in information workshops on the Common Core Learning Standards in ELA specific to the grade of their child during the fall and winter 2014 and spring of 2015.
- Parents will receive print information from the ARIS Parent Resources/NYC Department of Education website on the Common Core Learning Standards in ELA during the Fall 2014 PTC.
- Information notices will be sent to Level 1 ELA ELLs families in 4th and 5th grade regarding strategies being used and how family can help at home. Notices will be sent in the dominant language of the home. Classroom teachers in grades 4 & 5 and the ESL teacher will schedule meetings during Tuesday afternoons, as per UFT Contract, to support families of ELLs by providing them with materials and strategies for supporting language acquisition at home and establishing routines at home for homework completion.
- Classroom teachers will provide their weekly schedule to each family so that they may opt to schedule meeting time to explain strategies to help improve ELA skills, why it is important, how families can support students at home and to address any questions and concerns. Translation will be made available for families who need it. This could be a group meeting or one-on-one meetings.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

Increase levels of family feedback to the school as evidenced by a growth in the percentage of families who complete the Annual Learning Environment Survey by parents/guardians in the 2014-15 school year.

Comprehensive Needs Assessment

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

The participation rate of parents/guardians of the Annual Learning Environment Survey increased by 11% from the previous school year to 57%. We want to continue to engage families in school life and goals and partner with them to improve student outcomes. Increased participation will help improve decision making about school programs and provide a more realistic view of parent/guardian opinions about the work of the school.

Instructional Strategies/Activities

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

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

1. Form a diverse parent committee committed to encouraging parents to join conversations about how they feel about the school and its role. The committee will represent the school population. The main role of committee members will be to encourage parents to fill out the Annual Learning Environment Survey and any other survey or data collection technique the committee decides on.
2. The committee in consultation with the SLT will decide what specific types of information we need from parents. The committee will decide if the Annual Learning Environment Survey is enough or if we want to add some of our own questions to parents through and SLT created parent survey.
3. The committee in consultation with the SLT will decide on strategies for engaging the largest number of parents and caregivers between January and March by creating a parent engagement plan
4. The committee will ensure that more parents know about, think about and fill out the school surveys.

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

1. Parent Coordinator, SLT parent member, PTA member and class parents.
2. Parent Coordinator, SLT parent member, PTA member and other parents.
3. Parent Coordinator, SLT parent member, PTA member and other parents.
4. Parent Coordinator, SLT parent member, PTA member and other parents.

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

1. January 2015-In consultation with the SLT, create and utilize a checklist of progress towards creating a successful committee.
2. February 2015-Review the survey data and the revised questions created by the Committee.
3. February 2015-Review the parent engagement plan and follow-up informally with families.
4. March 2015-67% of families will complete and submit the Learning Environment Survey at the school.

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

1. A committee of at least 5 parents and the parent coordinator will be formed by January 30, 2015.
2. The committee will finalize questions to be asked with the Learning Environment Survey by February 12, 2015.
3. The committee will finalize strategies by February 27, 2015 and begin executing them.
4. The committee will mobilize parents to fill out the Learning Environment Survey by its due date.

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

1. The PTA will present the goal to the parent membership and requests volunteers.
2. Committee members will be able to meet during or after school hours.
3. The chairperson of the committee will be invited to meet with the SLT in February to share data and ideas for parent engagement.
4. The committee will develop a strategy for the collection of the LES during the Spring Parent-Teacher Conferences.

Strategies to Increase Parental Involvement

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

Parents will make up the large part of this committee and will work with school staff to increase the participation of other parents in the school community.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

45% of Level 1 & 2 students in grades 4 & 5 will demonstrate progress in the math as evidenced by the 2015 New York State Mathematics Exam.

Comprehensive Needs Assessment

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

The results of the NYS Mathematics Exam administered in spring 2014 reported that 27.8% of all students in the current grade 4 performed at levels 3 & 4. 55 students were tested. Review of Spring 2014 NYS Mathematics Exam reported that 72% of the former grade 3 students (31 students) were challenged by the measurement and number and operations strands and scored at levels 1 & 2. In the current grade 5 cohort, 55.7% of students scored at levels 1 & 2 (24 students). Of these, more than 40% are challenged by the number and operations strand and measurement and data strand.

Instructional Strategies/Activities

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

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

1. Classroom teachers and out-of-classroom staff will engage students in math fluency tasks through peer activities and games.
2. Students will engage in online computer games focused on the basic math facts.
3. Students will complete problem solving tasks and use problem solving strategies focused on the Grade 5 CCLS-Number and Operations in Base Ten, Number and Operations-Fractions and Measurement and Data.

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

1. Classroom teachers and out-of-classroom staff
2. Classroom teachers, Parents/Guardians
3. Classroom teachers and out-of-classroom staff

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

1. Students will be able to achieve 80% or better results on assessments of basic math facts (number and operations) based on Go Math assessments.
2. Students will be able to achieve 80% or better results on online games, including measurement and number and operations.
3. Students will be able to demonstrate the correct use of tables or diagrams when problem solving and achieve a minimum of practitioner level according to Exemplars rubric on problems focused on CCLS Number and Operations in Base Ten, Number and Operations-Fractions and Measurement and Data.

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

1. October 2014-May 2015
2. November 2014-May 2015
3. January 2015-May 2015

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

1. Intervention pull-out targeted support 2x/week,
2. Regular school schedule, online games and peer activities
3. Regular school schedule, Exemplars problem solving activities

Strategies to Increase Parental Involvement

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

1. Provide one parent workshop in the winter on the CCLS in mathematics for Grade 4 parents/guardians where they will be able to engage in similar math activities as Grade 4 students. Include one make and take math game to be used at home and a list of online math games students can access from the internet to practice math at home.
2. Information fliers will be sent home to the families of Level 1 & 2 4th graders regarding strategies being used to improve math skills and how families can help at home.
3. Classroom teachers will provide their weekly schedule to each family, in addition to the Tuesday contractual parent engagement time, so that they may opt to schedule meeting time to explain strategies to help improve math skills, why it is important, how families and students can address at home and to address any questions and concerns. Translation will be made available for families who need it. This could be a group meeting or one-on-one meetings.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Improve the ELA skills of Level 2 General Ed students in Grades 4 & 5 by two reading levels as measured by Spring results of the Fountas and Pinnell Assessment System 2.

Comprehensive Needs Assessment

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

Analysis of last Spring's ELA test shows us that although our IEP and ELL students struggled on this test, 45 General Ed. /non ELL students in the current grade 4 & 5 scored at Levels 1 & 2.

Instructional Strategies/Activities

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

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

1. Identify students and gather data on each from test results, both formal and informal and writing samples. Administer F&P to determine baseline levels of these students/ retest bimonthly. These results will be graphed to be analyzed by key personnel and school leaders. Using these results, along with previous analysis of data and conversations with teachers, group these students according to levels and needs.
2. Small group *guided reading* instruction/ book clubs where reading and writing strategies are modeled and practiced within the classroom.
3. Small group guided reading/book clubs outside the classroom using out of classroom personnel or school volunteer.
4. Close monitoring of independent reading book choices by the students and amount of time spent reading books on independent reading levels.
5. Progress reports to parents that include independent reading level progress.

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

1. Classroom teachers, Data Specialist/Literacy Coach and Administrators
2. Classroom teachers, Data Specialist/Literacy Coach, Administrators
3. Classroom teachers, out-of-classroom staff, school volunteers
4. Reading Recovery Specialist, RtI Specialist
5. Classroom teachers

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

1. Review student ELA data history from a centralized template.
2. Observe instruction during the reading block and provide feedback to teachers. Review guided reading lesson plans and analyze classroom environment for evidence of literacy strategies.
3. During bi-weekly Pupil Personnel Committee (PPC) meetings, the progress of targeted students identified students targeted for additional support will be reviewed.
January 2015-Students will demonstrate a one reading level gain as compared to benchmark in reading in October 2014
4. April 2015-Students will demonstrate a two reading level gain as compared to benchmark reading in October 2014.
5. June 2015-Students will demonstrate an average 15 point increase in scale scores as determined by the results of the 2015 NYS ELA Exam.

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

1. October 2014-May 2015

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

1. Additional preparation periods will be provided to administer the F & P Reading Assessment.
2. A 2-Period Reading Block each morning to allow for maximum uninterrupted time to focus on English language arts and literacy skills.
3. PPC liaison schedules will reflect PPC meetings, agendas and minutes will reflect the work of the PPC.
4. Student reading logs will be reviewed monthly to check progress on reading stamina and book choices.
5. Teachers will maintain a log of parent communication.

Strategies to Increase Parental Involvement

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

1. Parents will receive progress reports in October, January and May, in addition to the required report card distribution in November, March and June.

2. Parents will be offered the opportunity to participate in a literacy workshop focused on the CCLS focused on the standards for reading literature.
3. Information notices will be sent to the families of Level 2 general education 4th and 5th graders regarding strategies being used to improve ELA skills and how families can help at home.
4. Classroom teachers will provide their weekly schedule to each family so that they may opt to schedule meeting time to explain strategies to help improve math skills, why it is important, how families and students can address at home and to address any questions and concerns. Translation will be made available for families who need it. This could be a group meeting or one-on-one meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

In grades Kindergarten to grade 3, 65% of General Ed students will reach grade level reading benchmarks as measured by Fountas and Pinnell Assessment System 1 & 2.

Comprehensive Needs Assessment

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

In order to ensure that every student achieves the CCLS standards in literacy for their grade, emphasis must be made on increasing foundational skills in order to improve comprehension on more challenging texts. Analysis of reading levels completed in October 2014 showed that 66% of Grade 1 and Grade 2 are reading below grade level. Kindergarten students are not expected to be reading independently at grade level in October. However, 5.5% of the kindergarten students are reading above grade level. In grade 3, 45% of students are reading below grade level and 55% are reading at or above reading level.

Instructional Strategies/Activities

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

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

1. Establish benchmark reading levels for each grade.
2. Chart and analyze assessment results quarterly and group students accordingly for guided reading groups.
3. Utilize out-of-classroom teachers and parent volunteers to read and focus on comprehension questions with students
4. Create and utilize reading centers to practice language/phonics/foundational skills.
5. Create and use the classroom word wall and phonics charts in purposeful ways during shared reading and shared writing activities.
6. Engage students in phonics work through the use of the ReadyGen literacy curriculum.

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

1. Administration-CCLS Lexile levels
2. Classroom teachers & Reading Recovery Teacher, Rtl Specialist
3. Out-of-classroom staff, Reading Recovery Specialist, Rtl Specialist
4. Parent Volunteers, Learning Leaders and Classroom teachers
5. Classroom teachers
6. Classroom teachers

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

1. October 2014-Benchmark levels will be established and communicated to all pedagogues.
2. October 2014-Reading levels will be assessed to determine benchmarks and to form guided reading groups. Reading levels will be reassessed in January, March and June for progress.
3. October 2104-Reading groups will be formed and assigned to out-of-classroom staff, Reading Recovery Specialist and Rtl Specialist. Reading groups will change every 6 weeks according to reading gains on Fountas and Pinnell Assessment System 1.
4. October 2014-Phonics/language centers will be developed and utilized by students. Centers will be changed according to student mastery of skills.
5. January 2015-High Frequency Word mastery for each grade will be assessed in reading and writing
6. October, February, April, June-Assess student achievement of grade level language foundational skills; conventions of the English language.

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

1. September 2014 to June 6, 2015

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

1. Benchmark Reading Level Charts posted in classrooms
2. Additional preparation periods and out-of-classroom teacher support provided in January, March and June as needed.
3. Daily reading block and program schedules of out-of-classroom teachers will reflect small group instruction.
4. Daily reading block-Word Matters by Fountas and Pinnell & ReadyGen phonics curriculum
5. Classroom observations and feedback-Word Matters by Fountas and Pinnell & ReadyGen phonics curriculum
6. Daily reading block-ReadyGen foundational assessment/Fountas and Pinnell Foundational Skills Assessment

Strategies to Increase Parental Involvement

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

Involvement Policy (PIP).

1. Provide updated progress reports to parents in between report card distribution (October, January, and May).
2. Send home book baggies with instructions on how to practice reading with students.
3. Spring parent workshop on reading with your child and asking questions for comprehension.
4. An information notice will be sent to the families of students in K, 1 and 2 regarding strategies being used to improve reading skills and how family can help at home.
5. A flier will be sent to families with free literacy websites for reading practice and literacy games to play at home.
6. Schedule two grade meetings with families to discuss reading strategies and how the teacher can support families to help their children gain literacy skill. Families will contribute by talking about the strategies they use to support their children.

7. Introduce parents to the books that children are reading in class (particularly in 1st and 2nd grade)- include basic information about the plot, characters, setting, and what the teacher hopes students will learn from reading the book.

8. Include feedback from families in reading assignments. Ask students to read something, explain it to an adult, and record the adult's feedback or answer to a question. This would encourage children to help engage the adults in their families in their reading.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Guided and shared reading, close reading of above grade level texts, shared writing 2. Reading Recovery 	<ol style="list-style-type: none"> 1. Small group intervention 2. One-to-one 	<ol style="list-style-type: none"> 1. 50 minutes intervention 2x a week during the regular school day 2. Regular school day
Mathematics	<ol style="list-style-type: none"> 1. Math fluency games 	<ol style="list-style-type: none"> 1. Small group intervention 	<ol style="list-style-type: none"> 1. Two 50 minute intervention sessions during the school day.
Science	<ol style="list-style-type: none"> 1. Grade 4 test preparation 	<ol style="list-style-type: none"> 1. Small group intervention 	<ol style="list-style-type: none"> 1. 50 minutes intervention 1x a week
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Role-play, themed group sessions 	<ol style="list-style-type: none"> 1. Small group 	<ol style="list-style-type: none"> 1. Regular school day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • All pedagogues are licensed and are assigned to teaching assignments in their licensed areas. • Specialists (music, art, literacy, special education, speech, occupational therapist) participate in off-site professional development offered at the city level to improve practice and to learn new teaching strategies.

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).
<ol style="list-style-type: none"> 1. All classroom teachers and out of classroom specialists, except as those indicated under the new teacher evaluation system, receive frequent feedback on classroom instruction to improve teaching practice. 2. Advance teacher evaluations system is used to track teacher expertise in the different components of the Danielson Framework for Teaching in order to design professional development activities that address the needs of teachers. 3. Teachers providing services to students with special needs participate in professional development opportunities provided at the school level, CFN and City level in order to improve practice and adhere to mandates. 4. Math Leads participate in off-site professional development opportunities and turn-key this information to classroom teachers.

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> • Families of students in preschool participate in classroom visits to early childhood classrooms in the spring to observe classroom instruction. • Parents/guardians of preschool students are invited to participate in early childhood workshops on literacy expectations in kindergarten and transitioning to kindergarten facilitated by a kindergarten teacher, parent coordinator and the school guidance counselor. • Families of preschool students are invited to participate in all school activities throughout the school year.

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.
<ul style="list-style-type: none"> • Selected teachers participated in the selection of assessment options for teacher evaluation and for student achievement measures during the summer according to NYC Department of Education mandate. • Teachers participate in the selection of school reading and mathematics curriculum and hence, use the assessment tools provided in these to measure student progress towards standards. • Teachers have been trained in administering a reading record assessment and it has been established that this assessment method will be used 5 times a year to measure student growth in reading fluency and reading comprehension. • Assessment results are analyzed with teachers to identify student understanding and misunderstandings. ARIS professional development modules, artifacts and videos are used, in part, to facilitate this work.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

**P.S. 124 Title I Parent Involvement Policy
2014-15 School Year**

1. P.S. 124 will take the following action to involve families in the joint development of the District Parental Involvement plan under Section 1112 – Local Educational Agency Plans of the ESEA:
 - ◆ Ensure that the Parent Involvement Policy is actively discussed during the Fall SLT meetings.
2. P.S. 124 will take the following action to involve families in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - ◆ The parents on the School Leadership Team will engage in the process of school review and improvement.
3. P.S. 124 will coordinate and integrate family involvement strategies in Title I, Part A with family involvement strategies under the other programs such as: Literacy Inc. by:
 - ◆ encouraging families to participate in all literacy related workshops and other curriculum training.
 - ◆ encouraging families to attend school curriculum conferences in Fall 2014 & Spring 2015
 - ◆ encouraging family participation in Literacy Inc. in order to volunteer in classrooms.
 - ◆ Encouraging families to participate in Parents as Reading Partners & Parents as Math Partners
4. P.S. 124 will take the following actions to conduct, with the involvement of families, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater family involvement. The findings of the evaluation will be used to redesign strategies for more effective family involvement policies if necessary.
 - ◆ The evaluation will be conducted via a parent design survey translated into Spanish.
 - ◆ The Parent Coordinator will be responsible for assisting the PTA Advisory Board in collecting and collating the findings.
 - ◆ A meeting will be convened to discuss findings and plan revisions as needed.
5. P.S. 124 will build families capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership between the school, families and the community to improve student academic achievement through the following activities specified above (See # 3).
 - a.) The school will provide assistance to families in understanding the following topics through conferences, parent meetings, and workshops:
 - ◆ the State's student academic assessments including alternate assessments
 - ◆ the requirements of Title I, Part A

- ◆ how to monitor their child’s progress
- ◆ how to work with educators
 - b.) P.S. 124 will provide materials and training to help families work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster family involvement by:
 - Ensuring that a majority of family documents be translated into the native language
 - Provide oral translations when necessary
 - c.) P.S. 124 will, with the assistance of the district and families, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with families as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate family programs and build ties between families and schools by:
 - Including parental involvement agenda items in faculty conferences and School Leadership Team meetings
 - d.) P.S. 124 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - Encouraging participation in Literacy Inc.
 - Parent Coordinator, in partnership with the School Based Support Team & school staff, will provide families with information, school tours, and best practices regarding Shared Pathways to Success.
 - Bringing in outside agencies to provide information to parents about childhood development
 - e.) P.S. 124 will take the following actions to ensure that information related to the school and family-programs, meetings and other activities, is sent to families of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the families can understand:

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, families of children participating in Title I, Part A programs, as evidenced by ELL Meeting provided in the fall 2014.

This policy will be adopted by P.S. 124 on November 13, 2014 and will be in effect for the period of 2014-15 school year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 30, 2014.

Principal’s Signature: _____

Date: _____

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

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

P.S. 124K School Parent Compact
2014-15 School Year

School Responsibilities

P.S. 124 will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- ◆ by providing staff development opportunities for teachers to reflect on their practices of reading and math through ongoing training in best practices,
- ◆ by having the consultants model exemplary practices in reading and math and have time to discuss the teaching strategy modeled,
- ◆ by planning and identifying the focuses to the Standards as outlined in *Common Core Learning Standards for New York State*.
- ◆ supporting literacy and mathematics for at-risk learners through small group instruction,
- ◆ holding parent-teacher conferences annually during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November and March,
- ◆ scheduling Curriculum Conferences in the early Fall & Spring to provide information on the school's curriculum and expectations, as well as provide workshops to support various academic needs
- ◆ provide families with Individualized Education Plan (IEP) report cards and up to date attendance reports at Fall & Spring Parent Teacher Conferences (PTC).
- ◆ providing parents with reports on their children's progress three times a year as part of the child's report card,
- ◆ providing parents with reasonable staff access for consultation during one of the teacher's weekly preparation periods and an information sheet with the numbers of key staff (guidance counselor, nurse, parent coordinator, principal, school psychologist, etc.)
- ◆ providing parents opportunities to volunteer and participate in their child's class weekly as part of Parents as Reading and Math Partners.

Family Responsibilities

We as parents will support our children's learning in the following ways:

- reading together with my child every day,
- providing my child with a library card,
- offering praise and encouragement for academic achievement,
- staying informed about my child's education and communicating with the school,
- reading all notices sent home with my child in the Home School Communication Folder and responding appropriately,
- making sure my child is on time and prepared every day for school,
- scheduling daily homework routines,
- making sure homework is complete ,
- providing an environment conducive for study,
- monitoring the amount of television my child watches,
- supporting my child's learning by making education a priority in our home by:
 - ❖ monitoring attendance
 - ❖ talking with my child about his/her activities every day
- volunteering in my child's classroom and/or volunteering to support school related activities,

- o participating, as appropriate, in decisions relating to my children’s education,
- o participating in school activities on a regular basis,
- o staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate,
- o communicating positive values and character traits, such as respect, hard work and responsibility,
- o respecting the cultural differences of others,
- o helping my child accept consequences for negative behavior,
- o being aware of and following the rules and regulations of the school and district,
- o supporting the school’s discipline policy, and
- o expressing high expectation and offering praise and encouragement for my child’s academic, social, and emotional successes

School Staff-Print Name: A. Burrell, Principal	Signature	Date
Parent(s) – Print Name:		
Student (if applicable) – Print Name:		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

DBN: 15K124

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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 (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$247,067.37	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	\$82,094.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal	\$16,770.00	X	See action plan
Tax Levy (FSF)	Local	\$1,669,246.00	X	See action plan

¹Explanation/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.

²The **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.



Department of English Language Learners and Student Support

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<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: Silas B. Dutcher	DBN: 15K124
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: We are committed to developing inquisitive, critical thinkers who will embark on a lifelong journey of learning. We believe in the value of developing citizens who are proud of their cultural heritage and become bicultural as well as bi-literate. We are proud of the accomplishments we have made with our ELLs and currently provide many programs that support the academic achievement of ELLs. To continue our support for these students we will use Title III funds for Shakespeare for Sprites. This program is very effective in helping ELLs make progress in language acquisition. 2 classes in grade 1 will participate in a 10 week residency with theatre artists from Gallery Players, a community playhouse. They will use ESL methodologies, such as TPR, improvisation and storytelling, to improve literacy. They will innovative dialogue and participate in rehearsals to present the play Macbeth. Students will perform the play for the school community, including parents and kindergarten classes. Each performance will be video-taped. Parents of these ELLs will also participate in a workshop that will focus on how developing strong oral language skills improves literacy. Students will also take part in language and cultural activities in and outside of the classroom through trips to various cultural institutions such as El Museo del Barrio, the Chinese Museum, and the Children's Brooklyn Museum.

Teachers will maintain a classroom environment that supports language and culture, where students feel comfortable taking risks. They will plan activities that differentiate instruction to meet the individual needs of learners and integrate cultural information with language and core curriculum of other content areas. The scheduled trips will provide students with the opportunity to explore our diverse city and its rich cultural institutions. These experiences will directly impact student achievement in a long last lasting and positive way.

Based on the results of the New York State English as a Second Language Assessment Test (NYSESLAT) and the English Language Arts assessment, it is apparent that a supplementary instructional program in ESL is essential to the academic and social success of our English Language Learners. In addition, the arrival of upper grade newcomers (grades 2-5) also suggests the need for a supplementary ESL program. There are a total of forty-two (42) students in this grade band. The Title III Program will support student English language development in basic interpersonal communication and cognitive academic language skills. The program will take place two days a week (Wednesdays and Thursdays) from 2:45 PM to 3:45 PM after school for one (1) hour per day for a total of two (2) hours per week for 22 weeks that equals 86 hours/year for two (2) groups of students in bands 2nd - 3rd grades and 4th - 5th grades from December 2014 to May 2015. The program will include two (2) free standing groups of four (4) to five (5) students per group to include a newcomer program and assessment preparation program. Students in 2nd, 3rd, 4th and 5th grade will be serviced. Two certified ESL teachers will provide instruction in

Part B: Direct Instruction Supplemental Program Information

English. The Principal will be the supervisor in charge. (The assistant principal is unavailable to provide supervision for the Title III after-school program.)

The supplemental newcomer program will focus on the following instructional activities, including acquiring and practicing basic interpersonal communication skills through small group hands on activities. Students will work on collaborative language projects, such as reading and production of plays, participate in Total Physical Response activities, listen and respond to read alouds, and use visual props to aid communication. In addition, students will have exposure to a variety of literary and communicative genres. The program duration will begin in December 2014 and continue throughout the 2014-2015 school year.

The assessment preparation program will focus on test taking strategies, time management strategies, understanding the language of tests, using native language glossaries in addition to reading and comprehension strategies. The duration of the assessment preparation program will begin in December and continue through May, focusing on various assessments as they arrive. The program from December to January will focus on ELA preparation. The program from February to March will focus on Math preparation. The program from April to May will focus on Science and NYSESLAT preparation.

Supplemental materials will be acquired for Title III to provide support to the newcomer and test preparation groups. Instructional materials including teacher and non-fiction student books, teaching aids, and other various appropriate realia will be purchased.

There is one after-school program housed at PS 124; The Park Slope YMCA, that services students in grades K-5 and is focused on arts and crafts, recreational activities, such as sports, and homework help. This program runs five days a week, Monday to Friday from 2:45 PM-5:30 PM and is free of cost to families. Participants include students from Public School 124-Brooklyn and Public School 10-Brooklyn.

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: Professional development helps to bring new ideas and innovative teaching strategies for supporting the academic growth of students to teachers who are not certified in ESL. Staff will participate in In-House professional development conducted by the ESL teachers and the principal. In addition, teachers will be offered opportunities to participate in off-site programs offered by the Office of English Language Learners and the Department of Education (at NO cost of Title III). In house professional development will be ongoing and continuous. On site professional development will include planning sessions and grade meetings with classroom teachers, at no cost to Title III, in Kindergarten through 5th grade, ESL Book Club, and collaborative planning with the literacy specialist on the Common Core Standards focused on ELA and content area learning in Social Studies and Science

Part C: Professional Development

once a month during Professional Work Time sessions, strategies for supporting Beginning ELLs and 1:1 coaching and classroom modeling of literacy teaching practices by the principal and ESL Teacher.

Off-site professional development will include English Language Learners and the Common Core Standards, and assessment and promotional policy. The target audience for these professional development workshops are teachers of English Language Learners. Other professional development for English Language Learners will be attended as they are announced by the CFN and the NYC Department of Education.

The continuous professional development will support the supplemental instructional program by providing various strategies for guiding instruction, assessing instruction and for implementing effective instruction. By attending professional developments, the ESL teachers will be kept abreast of current and novel teaching methodologies as well as enabling communication between themselves and classroom teachers.

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: All parents of English Language Learners at P.S. 124 are invited to attend parent workshops that will be offered throughout the school year. Parental involvement and support are an important component of student success in school. Programs and activities to be offered will include workshops on daily mathematics and literacy strategies to use with children at home, information session on literacy websites (thorough hands-on exploration) that promote English acquisition and the Common Core Standards. In addition, informational sessions about English Language Learners regarding testing and promotional policy will be offered. Language of service will be in English. However, there will be translation available. Refreshments will be offered at all parent workshops. Instructional and supplemental materials will also be provided at the parent workshops.

Parent workshops will take place throughout the 2014-2015 school year, once every two months, for a duration of one (1) hour for a total of four to six (4-6) hours/year. The workshops will take place in the early evening during the week and/or in the morning during school hours. The workshop provider will be the current certified ESL teacher, Jeannie Villavicencio and/or the principal. Parents will be notified of scheduled workshop sessions through backpack notices in students' mailboxes, through phone calls to homes by the parent coordinator, via phone messenger and via electronic mail.

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	

**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 15	Borough Brooklyn	School Number 124
School Name Silas B. Dutcher		

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 Annabell Martinez	Assistant Principal
Coach Karen Lane	Coach
ESL Teacher Jeannie Villavicencio	Guidance Counselor Joanne Manna
Teacher/Subject Area Erika Toledo/Reading Recovery	Parent James Newman
Teacher/Subject Area Jessica Regevik/SETSS	Parent Coordinator Donna Maxil
Related Service Provider Andrea Deliso/SLT	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	323	Total number of ELLs	67	ELLs as share of total student population (%)	20.74%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	14
SIFE	4	ELLs receiving service 4-6 years	10	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL										0

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		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	4	3	4	4								18
Chinese	16	9	6	8	1	1								41
Russian														0
Bengali				1										1
Urdu														0
Arabic	1	1	2	1	2									7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	19	11	12	13	7	5	0	67						

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)	20	7	3	3	1	1								35
Intermediate(I)	7	5	3	4	0	2								21
Advanced (A)	3	0	7	1	3	3								17
Total	30	12	13	8	4	6	0	73						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	1	0	0	0	0	0	7
4	4	3	3	0	0	0	0	1	11
5	8	0	0	0	0	0	0	0	8
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	2	5	0	0	1	8
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
 - PS 124 uses the Fountas and Pinnell Assessment System Level 1 to assess the early literacy skills of ELLs regardless of grade level after analysis of the assessment results from LAB-R. Analysis of the combination of these assessments reveal that our beginner ELLs, dependent upon their native language and prior school experience, if any, have some or no knowledge of letter identification,

letter/sound relationships and high frequency word mastery. The data helps us to group students for early morning intervention, differentiate small group work in the classroom, and identify instructional resources and strategies for maximum outcomes. 51% of the total ELL population are beginners and of those, 58% are in kindergarten. The next largest group of beginners are in first grade; 20%.

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

The data patterns across the LAB-R and the NYSESLAT show that students have proficiency in basic interpersonal communication skills (BICS), as seen with the majority of students scoring at the advanced or proficient levels on the speaking and listening modalities. Most students are proficient in the speaking modality on the NYSESLAT. Results on the writing and reading subtests of the LAB-R and the NYSESLAT reveal that students need continued support with literacy, with the majority of the students scoring at the intermediate and advanced levels mainly for the listening and speaking subtests but not in the writing and reading modalities.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

When the results of the NYSESLAT are made available to our school in the early fall, the ESL teacher uses this data to guide classroom teachers in areas of strengths as well as areas of weakness. We use the data for individualized instruction for each student as it pertains to vocabulary, syntax and daily living skills. The patterns revealed from the NYSESLAT modalities will affect instructional decisions. The results help guide instruction and provide focus areas. Curriculum planning will incorporate the use of developing reading comprehension and writing skills because of the need for support in these literacy areas.

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?

During the 2012-13 school year, ELLs who participated in the NYS English Language Arts Exam did not perform as well as their peers. Grade 3-5 ELLs still struggle with writing in the academic language. In addition, the reading level of 2013 NYS ELA was substantially more difficult than in past years with considerable more vocabulary and longer text passages.

Our students do not participate in a native language test.

PS 124 did not administer the ELL Periodic Assessment in the 2012-13 school year.

- Our students did not participate in the ELL Periodic Assessment in the 2012-13 school year.

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

• ELLs in grades 1-5 are participating in the early morning RtI program and are grouped according to language needs. ELLs in grades 3, 4 and 5 participate in guided reading, close reading, vocabulary instruction and reading response with classroom teachers in the upper grades, the literacy coach and ESL teacher.

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

Instructional decisions are based upon the needs of ELLs in each classroom. Teacher practices include the use of technology, differentiating instruction and scaffolding for our ELLs. This includes and isn't limited to lesson plan consideration on academic language development, content area and academic vocabulary correlation through the use of picture supports, audiotapes and books on CDs. In addition, articulation periods during inquiry work time allows the classroom teachers and the ESL teacher to meet to discuss specific TESOL methodologies, preferential seating in the classroom and giving ELLs an allotted wait time for questions and answer retrieval.

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?

At this time P.S. 124 does not have a Dual Language program.

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

Success of the ELL program and for participating students is dependent on the combination of the following; results of the NYSESLAT, results of the NYS English Language Arts Exam, and interim reading assessments based on the Fountas and Pinnell Assessment Levels 1 & 2.

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](#).)

Parents complete the Home Language Identification Survey (HLIS) and these are reviewed by the licensed ESL teacher and Spanish bilingual Testing Coordinator, Jeannie Villavicencio. The first step to the screening is the completion of the Home Language Questionnaire. Parents are asked to complete all of the questions of the survey to determine the native language of the student. The questionnaire is reviewed and it is determined if the student's native language is English or another language other than English. The ESL teacher/Testing Coordinator, Jeannie Villavicencio who is the designated ESL certified pedagogue in the school who will be reviewing the surveys and assisting parents/guardians in the completion of the surveys. Jeannie Villavicencio is an ESL certified teacher with a permanent ESL license. An informal oral interview is then conducted in the Native Language, if Spanish, and English with the parent and the student to determine the dominant language. Once it is determined whether the student speaks another language other than English, the certified ESL teacher proceeds to step two of the process-Initial Assessment. During the Initial Assessment, the certified ESL teacher administers the Language Assessment Battery-Revised (LAB-R), which must be administered within the first ten days of the student's enrollment. The student's score will determine whether or not the certified ESL teacher proceeds to step three which is informing the parents of the entitlement of bilingual education services. The program placement is determined on the parent's program selection and on the level scored which include beginning, intermediate, and advanced levels. Should the students score at a proficient level, the process is stopped and no further determination is made and a letter stating that services are not needed is sent home via backpack. Should the student score at a beginner, intermediate or advanced level, they are entitled to services and the parent/guardian will be informed through an entitlement letter and a meeting will be conducted at the school to explain all of the programs and models available to their child. The school uses the results of the LAB-R to develop instructional programs for English Language Learners (ELLs).

The New York State English as a Second Language Achievement Test (NYSESLAT) is a test developed to measure English Language Arts (ELA) proficiency levels of ELLs and is administered each spring. The New York State Department of Education defines the NYSESLAT proficiency levels as beginning, intermediate, advanced and proficient. Depending on the proficiency level the student acquires, the determination for the appropriate ratio of English to native language use in bilingual programs, as well as for ESL instruction, is made. The ESL teacher is the designated pedagogue who administers the NYSESLAT. In order to ensure all students are tested and that all modalities have been administered, the ESL teacher/Testing Coordinator, Jeannie Villavicencio, uses the ATS reports in conjunction with on-going teacher-made lists outlining each student with levels and scores. ATS reports used include RLAT, RMSR, RHLA, RPOB, RYOS, and REXH, which give detailed information on each student's exam history, years of service, place of birth with home language code, and detailed information on each student's level including raw score on each modality of the NYSESLAT if taken previously.

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.
Entitlement letters are distributed to all students who are entitled to bilingual/ESL services and the notice is sent to parents with the date and time of the parent informational session held at PS 124. The information session is conducted at the school and facilitated by the ESL teacher. Handouts are provided in parents' native languages describing program options. A Power Point presentation in available languages is used to reinforce the description of the different program models available.
The parent orientation session focuses on parent options for English Language Learners (ELLs) and is conducted within 10 days of admittance by the ESL teacher. Parents receive Entitlement Letters in their native language informing them of their child's performance on the LAB-R, view a video that explains the options for English Language Learners and receive a brochure in their native language with additional information on program options. Parents are informed of the current program availability at PS 124; ESL pull-out and push-in model. If parents select a program not available at PS 124, they are informed that once requests warrant the program selection, the program will be created and they will be contacted to inform them of its availability.
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 [\[see tool kit\]](#).)

Parents who attend the orientation meeting complete the program survey and selection forms and return them to the ESL teacher, who then reviews them. Program selection forms are sent home to parents unable to attend the parent orientation session via backpack. The ESL teacher maintains an ATS report/list/spreadsheet of the students and follows up on missing forms via the classroom teacher and phone calls. Forms are distributed via the backpack or in person and the ESL teacher follows up daily. After forms are collected and reviewed, they are stored securely in a locked filing cabinet in the main office designated for all matters pertaining to LAP, Title I and Title III. Parents who select programs not currently available at the school are informed that the program is currently not available, but will be contacted should the program become available.

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.
LAB-R and Spanish LAB results are reviewed by the ESL teacher to determine eligibility and proficiency level. In addition to assessment results, all parent selection forms are reviewed to determine placement in the instructional program. Parents are given Placement Letters that are made available in their native language indicating the program their child was placed in according to LAB-R results and their parent selection. In addition, communication with parents/guardians is conducted with the support of over-the-phone translation and interpretation services provided by NYC Department of Education. Oral interpretation is offered to native Spanish speakers by the ESL Teacher/Testing Coordinator. Parents are informed that the program is for the entire academic year and that results from the New York State English as a Second Language Achievement Test (NYSESLAT) administered in the spring will determine continued eligibility. Students are grouped according to grade and proficiency level in our ESL program. The ESL program is the only ELL program available at our site at this time.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher prints an ATS report that indicates all of the students eligible for testing in the NYSESLAT during the current school year. A spreadsheet/table is created to identify all eligible students by grade. The different sections are also identified on the spreadsheet/table and checked off when a student has completed that assessment portion. The spreadsheet/list is reviewed daily during the testing window for accuracy.
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 the Parent Surveys and Program Selection Forms from the past few years, the trend in program choices has been the ESL Program. Data shows that 100% of of ELL parents/guardians choose the ESL Program and this is the program that has been continually offered. The program model is consistently aligned with parent/guardian request.

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 order to meet the linguistic needs of our English Language Learners, as well as comply with parental choice and CR Part 154.

P.S. 124 provides English as a Second Language instruction through push-in and pull-out models to all eligible students.

Students are grouped according to their level of proficiency and grade.

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 in the beginner and intermediate language proficiency level are provided with three hundred sixty (360) minutes of ESL instruction a week. Students in the advanced language proficiency level are provided with one hundred eighty (180) minutes of ESL instruction a week. In addition to receiving 180 minutes of ESL instruction, advanced students also receive 180 minutes of ELA instruction a week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Science and social studies content are integrated through ELA instruction at all proficiency and grade levels. The scope and sequence is followed on each grade level for these content areas. Teachers also align the Common Core Learning Standards with New York State ESL Standards. Visuals to improve vocabulary knowledge are used in science and social studies instruction. Mathematics is addressed through literature and practical scenarios, such as using money to purchase ingredients in cooking projects, in addition to learning to measure while following recipes. A school-wide initiative is infusing vocabulary and higher order thinking following the work of Benjamin Bloom and using problem solving to improve content knowledge in mathematics. This has proven especially beneficial and effective with ELLs since vocabulary building and practical scenarios build on prior knowledge, provide comprehensible input, and afford them the opportunity to demonstrate understanding in multiple ways. Instructional materials available to ELLs include multilingual dictionaries, dual language books and native language books, translation web sites and the use of a buddy system. Newcomers are provided with an environment that encourages oral development and opportunities to express understanding or to ask for clarification. All content instruction is delivered in English.

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

Ells who have a Home Language Identification Survey indicating Spanish are assessed with the Spanish LAB-R if they are determined to be eligible for services according to the LAB-R. The Spanish LAB-R is only administered once for those students identified and is used to simply to assess the student in their native language. The ESL program does not provide native language instruction in any of the representative languages at P.S. 124.

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

Paste response to question here:

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).

Students with interrupted formal education receive 360 minutes of ESL instruction with from a certified ESL teacher, participate in all school enrichment programs in the arts, participate in the early morning intervention program twice a week with a focus on letter identification, oral language development and basic interpersonal communication skills and are assigned a buddy who speaks the native language for translations, social interactions during non-instructional times; recess and lunch, acclimating to the new school environment. Pedagogues are assigned to work with the targeted SIFE students during the early morning intervention program and are selected in a manner where the dominant language of the SIFE student corresponds to the Second or Native language of the pedagogue.

For newcomers, we provide an environment that encourages oral development and social interaction. The use of their native language is encouraged to further support their language development and to express understanding or to ask question for clarification.

For early childhood students this can include neighborhood trips to build vocabulary and to expand on their experiences. Newcomers who have completed 1 to 3 years in an English language school and ELLs receiving services 4 to 6 years who are in the upper grades/testing grades are eligible for ELA testing. All ELLs eligible for testing are provided support through the Sunrise Academy, and after school program.

For 4-6 year ELLs, the instructional plan includes the Sunrise Academy and after-school program. Literacy intervention for these students is focused on Cognitive Academic Language Proficiency skills and writing proficiency skills primarily content area writing. The students are focused on improving their proficiency skills in writing and literacy through content area reading and writing in Mathematics, Science and Social Studies.

The plan for long term ELLs includes various intensive and small group programs. Sunrise Academy, taking place twice a week focuses on literacy skills and strategies while the after school program focuses on math skills and strategies. After-school programs and reduced class sizes in all grades ensure that long term ELLs receive the support they need. Programs include Wison for Long Term ELLs during Sunrise Academy.

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?

Flexibility during curricular, instructional and scheduling aspects help to meet the diverse needs of our ELL-SWDs. Curriculum maps are used in conjunction with the classroom teacher and ESK teacher to create curriculum consistency within both learning environments. The ESL teacher attends grade meetings to keep abreast of the classroom content to help plan accordingly. An articulation period is set aside for teacher to address concerns of ELL-SWDs and create instructional plans. Instructional flexibility occurs with the use of manipulatives and realia to aid in the understanding of content. Differentiated instruction creates an environment where all students are participating in the content and are producing products that reflect their diverse learning styles and abilities. Students are grouped according to English language proficiency level but can change groups throughout the year according to their academic progress. In this way scheduling flexibility helps each student learn within the least restrictive environment.

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?

Paste response to question here:

Courses Taught in Languages Other than English ⓘ

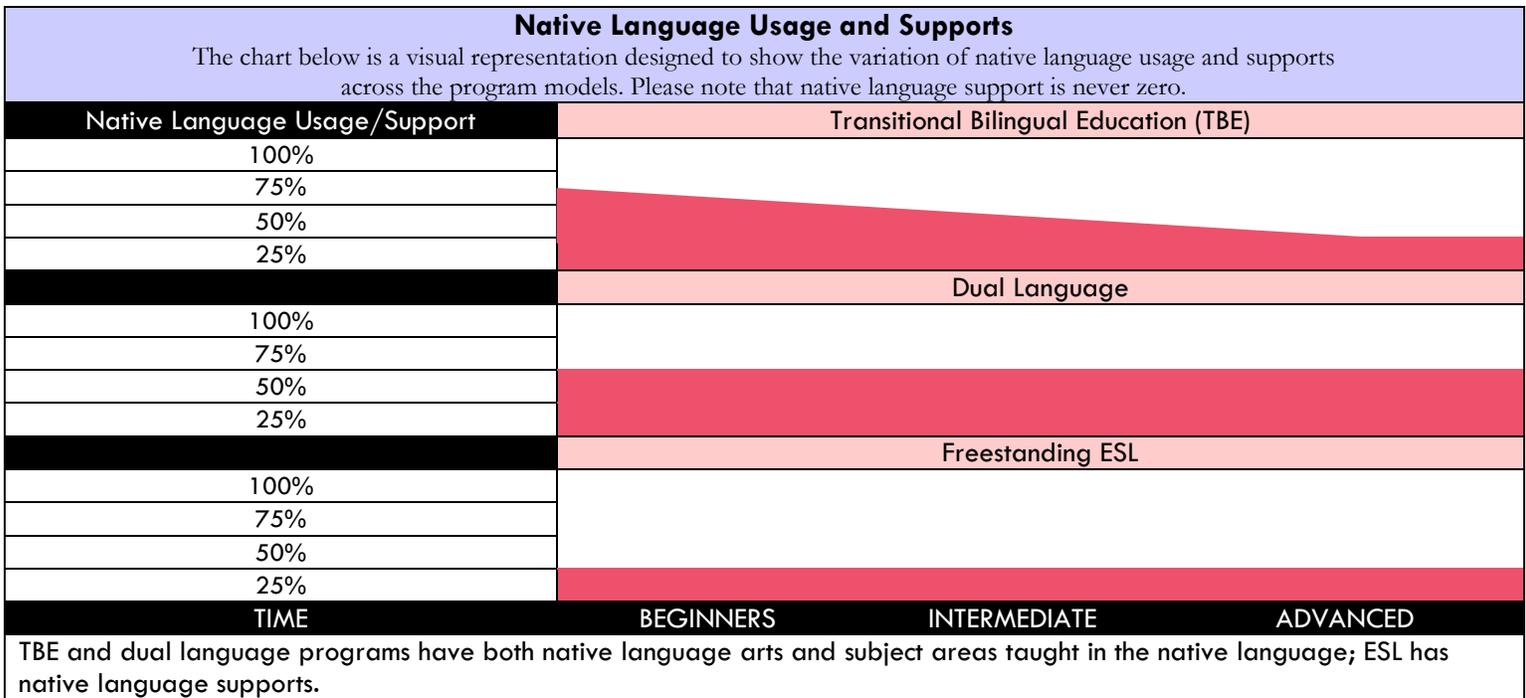
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.
Targeted intervention for ELLs in grades 3-5 include science intervention (1 x a week), reading and mathematics intervention (2x a week). All are provided during the school day in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
New programs of improvements for the upcoming school year include the continued alignment of Common Core Standards to ESL methodologies to further support our ELLs. Scaffolding for our ELLs in all grade and proficiency levels will continue in all classrooms. Technology in the classroom and the use of technology as a resource by the teachers will also continue with the use of laptops, the Smartboard and document cameras for instruction. Parent meetings and workshops will also continue this academic year as well as workshops in literacy, mathematics, ARIS training and information session on NYSESLAT, ELA, math and science state assessments.
12. What programs/services for ELLs will be discontinued and why?
Saturday Academy will be discontinued due to funding and ESL certified staff availability.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students participate in the various school programs through scheduling. The Title III ESL After School Program will be the only supplemental program available to ELLs during the 2013-14 school year. There are no other supplemental programs being offered during after school hours.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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.

Profesional development activities regarding second language acquisition stratigis support and inform continued communication between the ESL teacher and general education, special education and related services teachers and providers. The ESL teacher participates in grade meetings and planning session with school staff. IN addition, an ELL study group has been implemented to further support and idiscuss ELL strategies and methodologies theachers can use in their general education and special education classes.

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?

Paste response to questions here:

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Silas B. Dutcher

School DBN: 15K124

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Annabell Martinez	Principal		12/2/13
	Assistant Principal		1/1/01
Donna Maxil`	Parent Coordinator		12/2/13
Jeannie Villavicencio	ESL Teacher		12/2/13
Melissa Camacho	Parent		12/2/13
Erika Toledo/Reading Recovery	Teacher/Subject Area		12/2/13
Amy Plica/Grade 1	Teacher/Subject Area		12/2/13
Karen Lane/Literacy	Coach		12/2/13
	Coach		1/1/01
Joanne Manna	Guidance Counselor		12/2/13
Cynthia J. Felix	Network Leader		12/2/13
Andrea Deliso	Other <u>Related Service Prov</u>		12/2/13
	Other _____		1/1/01
	Other _____		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: 15K124 School Name: Silas B. Dutcher

Cluster: 6 Network: 612

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

Part A: Needs Assessment Findings

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

Analysis of the following:

- a. ATS Reports of ethnic survey
- b. Home Language Surveys
- c. Emergency Blue Cards
- d. Learning Environment Parent Surveys

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.

The findings concluded that:

- * 17% of our families needed Mandarin translations in written and oral form.
- * 3.5% of our families needed Arabic translations in written and oral form,
- * 23 % of our families needed Spanish translations in written and oral form.

- Findings were reported to School Leadership Team Members and at PTA meetings.

Part B: Strategies and Activities

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

* Written translation services of annual documents, such as, School Handbook, Parent Compact and Parent Involvement Policy will be provided by the NYC DoE Translation and Interpretation Unit at the beginning of each school year.
* Translation of monthly documents, such as, school calendars, newsletters, PTA and SLT minutes, notices and fliers will be provided by school staff . Notices of high importance, such as safety procedures, that will be distributed to the entire school community will be translated by the Translation and Interpretation Unit.

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.

• In-House school staff: Translators are provided at workshops, PTA meetings, IEP meetings and during Parent Teacher Conferences.
• Translation and Interpretation Unit: Translators used via phone services during registration process in addition to school staff, as needed and translators contracted during Parent-Teacher Conferences in the fall and spring.
* Outside vendors (The Big Word) will be used for Parent-Teacher Conferences during the Fall and Spring, specifically for Mandarin speaking families.

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>.

- Parent Coordinator phones Translation and Interpretation Department for over the phone translations for Mandarin.
- School has posted the availability of translation services in the main hallway, on the main office door, and under the plexiglass on main office counter.
- Bilingual school staff (paraprofessionals, teachers and administration) are made available for translations to assist teachers, IEP meetings, ELL parent workshops, Parent Teacher Conferences
- Bilingual staff members (Arabic and Spanish) assists PTA, workshop presenters, school staff and district officials with oral translation.