Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**P.S. 127 THE MCKINLEY PARK SCHOOL**
DBN (*i.e. 01M001*):	**20K127**
Principal:	**AGATHA ALICANDRO**
Principal Email:	**AALICANDRO@SCHOOLS.NYC.GOV**
Superintendent:	**KARINA COSTANTINO**
Network Leader:	**MATTHEW MELCHIORRE, INTERIM ACTING**

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
Agatha Alicandro	*Principal or Designee	
Mary Jane Egan	*UFT Chapter Leader or Designee	
Jennifer Reinhart Shoshana Urbina	*PA/PTA President or Designated Co-President	
Mirella Renda	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Constance Sciolto	Member/ Payroll Secretary	
Karen Doherty	Member/ Teacher	
Jennifer Epstein-McFee	Member/ Teacher	
Anita Kelly	Member/ Teacher	
Linda Tennyson	Member/ Parent	
George Andrinopoulos	Member/ Parent	
Vanessa Aja Sigmon	Member/ Parent	
Joann Karounos	Member/ Parent	
Alice Licato	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	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)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 100% of the teaching staff will have received professional learning tailored to their needs based upon the reports generated from the Advance Observation Dashboard. This will result in an increase of the End of Year Measures of Teacher Practice (MOTP) Rating for 50% of the teaching staff.

Comprehensive Needs Assessment

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

Based upon the reports generated from the 2013-2014 Advance Observation Dashboard, common trends have been identified to support teachers in their specific areas of pedagogical needs. Workshops are planned as a result of Interests Surveys and the MOTP data. Teaching is a complex profession, in which teachers need to continuously grow and develop to keep their skills current. As the academic disciplines evolve, educators have to constantly refine their understanding of how to engage students in learning. As a result, growth in content, pedagogy, and information technology are essential to good teaching. By staying informed and increasing their skills, teachers become more effective and able to lead their colleagues. By teachers applying their acquired knowledge and skills, student success will be evident.

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

School-Based Staff Development Committee (SDC):

- Teachers and administration met and continue to meet to develop the school-based professional development (PD) that is being offered during the professional development block to ensure relevance to all participating staff members, supportive of pedagogical practices and programs at the school and reasonable to prepare and complete during the PD block.
- An Interests Survey was developed for the staff. Survey results were reviewed and professional development activities are being planned according to the results.
- Reports generated from the Advance Observation Dashboard have been utilized as a tool to identify specific areas of pedagogical needs in accordance with the Framework for Professional Practice. As a result, differentiated professional development is planned.

School-Based Professional Learning:

- As a professional obligation, collaborative teachers participate in professional development within a culture of respect and continuous improvement.
- Job-embedded professional development, such as joint planning, study groups, lesson studies, and inquiry work are providing opportunities for teachers to learn from each other.
- To continue to engage in professional learning, teachers share implementation strategies and new learnings obtained during off-site professional development with colleagues.
- Teachers apply newly acquired knowledge and skills in order to increase the impact on student learning.

- Reflection sheets are completed for the School-Based Staff Development Committee to review.

Teacher Development Coach:

- An Interschool Teacher Development Coach from the Office of Teacher Effectiveness met with administration and the instructional coach to identify participating teachers and plan for opportunities to enhance their professional knowledge, engage in peer coaching, and strengthen their teaching practices using the *Framework for Teaching*.
- Visits are tailored to the module-specific goals according to our school's priorities. The modules are designed to develop teacher leadership and allow teachers to have a common understanding of effective and highly effective practice.
- Teachers implement strategies gained from the planned modules and reflect the impact on their practices and student outcomes.

Off-Site Professional Learning:

- Network 602 provides a monthly calendar with varied professional development opportunities for different constituencies across our school community.
- Content-specific Ambassadors have been chosen to participate in professional learning that addresses the instructional shifts, provides pedagogical strategies that will increase academic rigor, and better align classroom activities to the expectations of the Common Core.
- Special Education Liaisons sessions address the parameters of a *Shared Path to Success* and provide schools with resources for school-based professional learning.
- Data Specialists attend meetings that continue to support them in their role.
- Meetings for Principals and Assistant Principals provide informative updates on citywide and Department of Education policies and initiatives. Professional learning is also presented to enhance effective school leadership and supportive environment.
- Professional Development Experience sheets are completed by each participating staff member to ensure reflection and plans for implementation as well as collegial discussions.

Community School District 20:

- Meetings for Principals and Assistant Principals provide informative updates on citywide and Department of Education policies and initiatives. Professional learning is also presented to enhance effective school leadership and supportive environment.
- Members of our support staff (Speech Therapists, Occupational Therapists, Physical Therapists, School Psychologists) engage in professional learning to support them in their role which must meet the needs of individual students while still supporting classroom instruction.

Other Professional Learning Opportunities:

- Teachers are notified of special interests workshops continue to support them in providing high quality instruction.
- Inter-visitations are scheduled with schools of similar priorities.

Cycles of Observations and Feedback:

- Initial Planning Conferences were held to discuss each teacher's final rating, to set professional goals, and choose an observation option for the 2014-2015 school year.
- Frequent cycles of visitation to classrooms facilitate administrative support and feedback.
- Administration frequently uses the Advance reporting tools to monitor progress in pedagogy and continue to plan for professional learning opportunities.
- Administration provides resources and nurtures the professional growth of teachers and staff in order to work together toward the shared goal of improving student outcomes and preparing students for success.

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

School-Based Staff Development Committee (SDC):

- Teachers
- Classroom Teacher / UFT Representative
- Instructional Coach
- Administration

School-Based Professional Learning:

- Administration
- Teachers
- Paraprofessionals
- Support Staff

Teacher Development Coach:

- Interschool Teacher Development Coach from the Office of Teacher Effectiveness
- Instructional Coach
- Participating Classroom Teachers (Teachers of General Education and Special Education)

Off-Site Professional Learning:

- Network 602
- Teachers
- Paraprofessionals
- Support Staff
- Principal
- Assistant Principal

Cycles of Observations and Feedback:

- Principal
- Assistant Principal

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

School-Based Staff Development Committee (SDC):

- Meeting minutes are reviewed and approved during each monthly meeting.
- Mid-year reflection sheets will be completed by the staff and reviewed by members of the committee.

School-Based Professional Learning:

- Reflection sheets are completed regularly.
- Lesson plans are reflective of new professional learning.
- Cycles of observations are conducted to monitor the implementation of strategies and professional growth.
- Increase in student engagement is evident in classrooms.
- Student work products show an increase in academic rigor in accordance to the Common Core Learning Standards.
- Data folders are utilized to track student performance and progress three times a year.
- Teacher teams meet to engage in inquiry work in a shared effort to analyze student data and plan for new approaches.

Teacher Development Coach:

- Low inference data discussions take place after classroom visits.
- Actionable feedback is provided for the participating teachers
- Reflection sheets are completed and individual teacher's implementation plan is noted.
- Lesson plans are reflective of new professional learning.
- Cycles of observations are conducted to monitor the implementation of strategies and professional growth.
- Increase in student engagement is evident in classrooms.
- Multiple sources of data (student work, data folders) indicate enhanced skills of teaching and improved student learning.

Off-Site Professional Learning:

- Professional development experience sheets are completed by staff members who attend workshops that are held off-site.
- Turn-key sessions take place in which staff members share their new learning with colleagues.
- Reflection sheets are completed regularly.
- Cycles of observations are conducted to monitor the implementation of strategies and professional growth.
- Increase in student engagement is evident in classrooms.
- Multiple sources of data (student work, data folders) indicate enhanced skills of teaching and improved student learning.

Cycles of Observations and Feedback:

- Actionable feedback is provided for all teachers.
- Feedback trends and strengths are noted for planning professional development.
- Levels of proficiency on the Danielson Rubric are monitored.
- Professional learning communities meet regularly to examine data and make instructional modifications.
- Strengthening of teacher practice will directly impact student achievement.

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

Timeline for implementation is September 2014 through June 2015.

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

School-Based Staff Development Committee (SDC):

- Teachers and administration meet to develop the school-based professional development monthly.

School-Based Professional Learning:

- Professional learning takes place according to the needs of all constituents each Monday afternoon from 2:40 – 4:00 pm.

Teacher Development Coach:

- An application was completed during the Summer to plan for an Interschool Teacher Development Coach partnership.
- An Interschool Teacher Development Coach from the Office of Teacher Effectiveness met with administration and Instructional Coach to plan for modules that are aligned to the Framework for Teaching and our school's instructional priorities. Three 5-6 week cycles, for a total of 15-18 weeks have been scheduled throughout the school year.

Off-Site Professional Learning:

- Staff members actively pursue opportunities to grow and develop professionally.
- Network 602 provides a monthly calendar with professional development opportunities for classroom teachers, support staff, and administration to attend.
- District 20 Community Superintendent Karina Costantino provides monthly meetings and on-going support for Principals and Assistant Principals.
- Workshops planned by the District 20 Community Education Council are offered to support staff and parents.
- Each Principals Weekly includes Professional Development opportunities in which staff members attend.
- Substitute teachers are hired for those teachers and paraprofessionals who attend off-site professional learning.

Cycles of Observations and Feedback:

- Initial Planning Conferences with teachers have been conducted.

- A schedule of observations has been created.
- A tracking sheet is utilized by the administration.
- Administration collaborates with the school community to promote school-based strategies that engage students in rigorous instructional tasks.
- Pre-observation and post-observation conferences will be scheduled for all formal observations.
- Classroom observation evaluation forms are generated and distributed within 45 instructional days to all eligible teachers.

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).

A Parent handbook has been created for parents to familiarize themselves with school policies and procedures.

Parents have been trained on how to use on-line resources such as, ARIS Parent Link, ThinkCentral, and eChalk.

To establish a culture for learning, parent workshops are provided on a monthly basis. These workshops allow parents to familiarize themselves with the curriculum expectations, the instructional shifts, and learn different ways they can support their children.

"Time on Tuesdays" is designated for parent engagement activities.

Parents are invited into the classrooms on a monthly basis to actively participate in their child's learning.

Parents have been trained as Learning Leaders to enhance individual progress as they work 1:1 with students and in small groups.

The School Leadership Team meets monthly to discuss various plans to continue moving the school forward.

The Parent Coordinator is instrumental in supporting parents in accessing all data resources available to parents.

A series of "Let's Learn English" classes have been scheduled throughout the year. Sessions are facilitated by the Parent Coordinator.

We provide parents with open access to a parent room housed within our school which has a computer, internet access, and includes a variety of resources for their review.

Student Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child's performance and progress.

A monthly newsletter is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program.

Each class has a designated class parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child's learning.

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.											
Title I SWP – Per Diem for teachers to attend Professional Development Instructional Coach – Tax Levy Fair Student Funding											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 100% of our teachers will provide students in grades K-5 with vocabulary expansion by planning Vocabulary Building Workshops and a multitude of activities which will allow students to practice various choices of vocabulary that will convey refined differences in conversation. As a result, there will be an increase of 10% in student performance on the State English Language Arts 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.

As we continue to implement the New York State Common Core Learning Standards and the Instructional Shifts, it is our goal to prepare all students, including students with disabilities and English Language Learners to be college and career ready. Teacher teams analyzed common trends using multiple data sources, such as the Item Skills Analysis Tool from the New York State exams, Journeys Benchmark Assessments, Fountas and Pinnell Assessments, and other content-specific assessments. The findings indicated that usage and understanding of vocabulary across the grade levels is an area that needs improvement.

Researchers have found that word knowledge in primary school can predict how well students will be able to comprehend texts they read. Limited vocabulary prevents students from comprehending a text. Therefore, as a school, we will need to plan for direct instruction in vocabulary which will be useful for students at all ability levels.

Instructional Strategies/Activities

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

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

"Word of the Week":

- Last June, a team of teachers and support staff collaborated and developed a weekly guide for all staff members to utilize as a resource to implement a school-wide vocabulary enhancement program. The team of teachers and support staff presented a PowerPoint, "Building P.S. 127 Students' Vocabulary One Word at a Time" and discussed the importance of vocabulary development.
- A "Word of the Week" guide was distributed to all staff members and is currently being used as a method for vocabulary growth.
- Each morning, pledge leaders share the "Word of the Week" with the school community during the morning announcements. The children share the word, its definition, synonym, antonym, root word, and a sentence with the word in context.
- The members of the school community incorporate the "Word of the Week" in their daily discussions.

Sadlier Vocabulary Workshop Common Core Enriched Edition:

- In order to build student vocabulary and ensure continued progression, an additional resource, Sadlier Vocabulary Workshop Common Core Enriched Edition, has been provided for all classes. The new Vocabulary Workshop Common Core Enriched Edition aligns to the Common Core State Standards and maintains a high level of academic rigor, focusing on vocabulary development for high-achieving, college-bound students.
- Teacher teams met to discuss ways to utilize this additional resource in order to best provide our students with another opportunity to

increase their vocabulary development.

- Teachers plan for systematic direct instruction of vocabulary through an integration of print and on-line audio and visual media tools that help students "own" words in their growing vocabularies and enrich their understanding.

Professional Learning:

- A variety of professional literature on Vocabulary instruction is being gathered and presented to the staff in order to enhance their content knowledge and pedagogical skill.
- Staff members are using professional literature as a tool to guide collegial conversations and plan for instruction. Several of the resources being used are as follows:
- "Why Teach Vocabulary" written by Cynthia and Drew Johnson
- "Word Nerds – Teaching All Students to Learn and Love Vocabulary" written by Brenda Overturf, Leslie Montgomery, and Margot Smith
- "Vocabulary for the Common Core" written by Robert Marzano and Julia Simms
- A variety of videos are being used as additional resources to support the implementation of direct instruction of vocabulary such as Common Core in ELA/Literacy, Shift 6-Academic Vocabulary (pbslearning.org) and Teaching Vocabulary In Primary; (pbslearning.org).

"Wordy Wednesdays":

- As a school-wide initiative, students in all classes are asked to choose a word on Wednesday mornings. The criteria for word selection are set by the individual classroom teacher(s) to reflect the vocabulary work being done during instructional time. For example, "Work of the Week", Sadlier Vocabulary Workshop, Journey's Vocabulary Lessons, and Content Specific Vocabulary.
- The selected words get written on labels and students wear them throughout day.
- Staff members reinforce "Wordy Wednesdays" by asking students about the word written on their labels throughout the day in order to strengthen the acquisition of new words.
- At the end of each Wednesday, the students place their label into their notebook.

"Word Wizards" After School Club:

- Students are invited to participate in an after school club where they will be given the opportunity to play games that will continue to improve and expand their vocabulary.
- Teachers, Learning Leaders, and parent volunteers are engaging children in vocabulary building games such as, Scrabble, Scrabble Jr., Boggle, Boggle Jr., Taboo, Banana-grams, and Cranium.
- Playing word and vocabulary games is motivating the students and allowing their vocabulary word usage to grow.

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

"Word of the Week":

- All Teachers
- Instructional Coach
- Support Staff (Occupational Therapist, Physical Therapist, Guidance Counselor, Speech Providers)

- Paraprofessionals
- School Aides
- Administration

Sadlier Vocabulary Workshop Common Core Enriched Edition:

- All Teachers
- Instructional Coach
- Paraprofessionals
- Administration

Professional Learning:

- All Teachers
- Instructional Coach
- Support Staff
- Paraprofessionals
- Administration
- Network 602
- EngageNY
- ARIS
- Pbslearning.org
- Professional Literature

"Wordy Wednesdays":

- All Teachers
- Instructional Coach
- Support Staff
- Paraprofessionals
- Administration
- Learning Leaders

"Word Wizards" After School Club:

- Teachers
- Learning Leaders
- Parents

- Administration

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

"Word of the Week":

- A graphic organizer with the Word of the Week, its definition, synonym, antonym, root word, and a sentence with the word in context. is displayed in all classrooms.
- Classroom discussions from teacher to student and student to student will incorporate the words that have been reinforced each week.
- Students include the words of each week in their writing.
- Teacher created charts will reflect the words and reinforce their usage.
- Students complete exit slips to monitor student understanding of each Word of the Week.
- Informal and formal observations are conducted to monitor the progress of this activity and the impact of student learning.

Sadlier Vocabulary Workshop Common Core Enriched Edition:

- Informal and formal observations are conducted to monitor the program and its effectiveness.
- Teachers design activities to reinforce students' understanding and recall of the words and their meanings.
- Practice and assessment tools, including online Interactive Unit Quizzes, online Practice Unit Worksheets, and Unit Tests are used to track the students' understanding of the taught words.
- Online student assessments are customized and administered in order to differentiate for individual students.

Professional Learning:

- Agendas are created for each professional learning activity taking place on each Monday.
- Sign in sheets are archived as evidence of staff participation for all professional development sessions.
- Reflection sheets are completed regularly and collected as a tool for planning next steps.
- Lesson plans are reflective of new professional learning.
- Teacher teams meet to engage in inquiry work in a shared effort to analyze student data and plan for new approaches.
- Increase in student engagement is evident in classrooms.

"Wordy Wednesdays":

- Students participate in writing and wearing their choice of words each Wednesday.
- Dialogue is taking place throughout the school building in which staff members and students share thoughts about the words chosen.
- Teachers use low inference observations to note the students' engagement and understanding of word usage.

"Word Wizards" After School Club:

- Attendance sheets are kept to monitor student participation.
- Academic and social English is being enhanced by the students' participation during the "Word Wizards" after school club.
- Through the fun practice in word games, students are building their vocabulary skills and developing proficiency in all aspects of the

English language.

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

Timeline for implementation is September 2014 through June 2015.

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

"Word of the Week":

- Teachers and support staff were provided planning time to prepare the words and activities that are being used school-wide throughout this school year.
- Graphic organizers with the "Word of the Week" activities were created for each week to distribute to all teachers.
- The "Word of the Week" plans and procedures were presented to the staff during Professional Learning to ensure understanding and commonalities.
- Pledge leaders share the "Word of the Week" with the school community during the morning announcements.
- The members of the school community incorporate the "Word of the Week" in their daily discussions.

Sadlier Vocabulary Workshop Common Core Enriched Edition:

- Class sets of Sadlier Vocabulary Workshop Common Core Enriched Edition workbooks along with the teacher's editions have been purchased for all K-5 classrooms.
- With the purchase of this additional resource, an online component of the program is accessible for the school community.
- The new vocabulary program was presented to parents/guardians during "Back to School Night" in September in order to explain its purpose and how it will support the home-school connection.
- Teachers make adjustments while planning for vocabulary building lessons and activities in order to meet their students' needs.

Professional Learning:

- School based professional learning which takes place each Monday afternoon is planned to engage teachers and staff in activities that align to our school's Instructional Focus.
- A variety of professional literature on Vocabulary instruction is presented to the staff in order to enhance their content knowledge and pedagogical skill on Monday afternoons during professional learning time.
- Various videos are being used as additional resources to support the implementation of direct instruction of vocabulary.
- Network 602 provides a monthly calendar with professional development opportunities in which content-based Ambassadors attend meetings to enrich their knowledge in the standards and increase their repertoire of teaching strategies, including ways to enhance content rich vocabulary.

"Wordy Wednesdays":

- Each Wednesday morning, classroom teachers designate a small part of their first period activity for students to complete individual student labels with a word of their choice to wear throughout the "Wordy Wednesday".
- Labels are provided to all teachers for this weekly activity.

- Members of the school community engage in conversations with the children around the words they chose to wear throughout the day.

"Word Wizards" After School Club:

- Word games will be purchased for the "Word Wizards" After School Club.
- Teachers, Learning Leaders, and parent volunteers will facilitate the after school club while encouraging students to learn vocabulary through play.
- Administration will supervise this after school enrichment activity.

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).

A Parent handbook has been created for parents to familiarize themselves with school policies and procedures.

Parents have been trained on how to use on-line resources such as, ARIS Parent Link, ThinkCentral, and eChalk.

To establish a culture for learning, parent workshops are provided on a monthly basis. These workshops allow parents to familiarize themselves with the curriculum expectations, the instructional shifts, and learn different ways they can support their children.

Several parent workshops have emphasized our school's Instructional Focus and varied strategies in which parents can implement at home to promote vocabulary development and positively impact the home-school learning connection.

"Time on Tuesdays" is designated for parent engagement activities.

Parents are invited into the classrooms on a monthly basis to actively participate in their child's learning.

A Family Game Night is being planned in which teachers and parent volunteers model the "Word Wizards" enrichment club as another way to show parents how they can foster vocabulary development at home with their children.

Parents have been trained as Learning Leaders to enhance individual progress as they work 1:1 with students and in small groups.

The School Leadership Team meets monthly to discuss various plans to continue moving the school forward.

The Parent Coordinator is instrumental in supporting parents in accessing all data resources available to parents.

A series of "Let's Learn English" classes have been scheduled throughout the year. Sessions are facilitated by the Parent Coordinator.

We provide parents with open access to a parent room housed within our school which has a computer, internet access, and includes a variety of resources for their review.

Student Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child's performance and progress.

A monthly newsletter is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program.

Each class has a designated class parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child's learning.

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.											
Title I SWP – Per Diem for teachers to attend Professional Development Title I SWP – Vocabulary Books											

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, classes on grades 4 & 5 will have been effectively departmentalized for all core subject areas resulting in deeper learning that will prepare students with the skills and knowledge needed to be college and career ready as demonstrated by an increase of 10% proficiency level as measured by multiple formative and summative assessments.

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.

As a result of analyzing the 2011-2012 and 2012-2013 Progress Reports, there was a decrease of 2.8 points in Student Progress and a decrease of 2.4 points in Student Performance as measured on the State English Language Arts and Math exams.

On our recent Quality Review, we received a rating of a Well Developed in three out of the five indicators. In order to move students toward meeting higher standards, we will build upon our Proficient ratings specifically in indicators 1.1 and 1.2 and continue to plan instruction to be aligned to the Common Core Standards. The Standards require teachers to be able to dig deeper into content to ensure academic rigor and address the Instructional Shifts. Members of the school community met to discuss the possible need for departmentalization for all core subject areas in grades 4 and 5 in order to achieve deeper and more rigorous instruction and student learning in order to better prepare our students academically, professionally, and socially for future endeavors.

Providing departmentalized instruction will allow teachers to have extensive knowledge of the important concepts in that particular discipline. Teachers will be able to concentrate on one subject and display understanding of prerequisite knowledge important to student learning of the specific content area. Each teacher's plans and practice will reflect a range of pedagogical approaches to the discipline.

Transition from elementary to middle school and middle to high school has been more easily achieved with departmentalization. As a result of departmentalizing the 4th and 5th grades, students will be able to move more frequently during the school day which will help increase attention and allow them to be more intellectually engaged in each of the content-based classrooms. In addition, it will allow students to become better organized as they prepare for each class.

Instructional Strategies/Activities

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

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

Professional Learning:

- Teachers met in June of 2014 to research the benefits and drawbacks of departmentalized instruction and discuss other models of departmentalizing in other elementary schools to assist with making the decision to change our instructional model.
- Teacher teams meet weekly to discuss the topics faced by the changes to the organization of Grades 4 and 5.
- Department meetings with the teachers of grades 4 and 5 are held to discuss school-wide decisions and concerns, such as making

adjustments to monthly progress sheets, class assemblies, commonalities with report cards, parent teacher meetings, etc.

- Teacher team meetings are held to analyze student work and work on inquiry projects that explore pedagogical strategies that will deepen student learning and facilitate more rigorous differentiation.
- A Teacher Development Coach from the Office of Teacher Effectiveness is working with the school and collaborating with teacher teams to improve instructional practice.
- A representative from Houghton-Mifflin visited the teachers of ELA to review the various strands of the Journey's Reading Program. The session was designed to assist the teachers in organizing the content between a teacher of Reading and a teacher of Writing. In addition, strategies were discussed with the teacher of Writing on ways to incorporate elements of the Teachers College Writing Program with the Journeys' writing component of the program.
- The Guidance Counselor worked with the teacher teams (classroom and cluster teachers) to create a positive behavior intervention program to facilitate safe learning conditions and encourage positive behaviors when transitioning between classes. A ticket system has been initiated and continues to encourage students to be "Caught Being Good."
- The Instructional Coach is planning to arrange for an inter-visitation with a neighboring elementary school currently and successfully implementing a departmental model for their upper grades.

Programming:

- Teachers and administration participated in several planning sessions in June and the summer of 2014 to begin organizing the departmentalization of the 4th and 5th grade classes.
- During the planning sessions, the team of teachers and administration reviewed the academic policy guide along with the UFT teaching contract to ensure requirements were met for instruction.
- Teachers and administration explored various possibilities for periods throughout their schedules to enhance instruction such as including enrichment club periods and academic intervention services to provide small group targeted instruction.
- Teachers met to discuss possible enrichment clubs that they would like to facilitate and created an Interest Survey for the students.
- Assemblies were planned for students to introduce the departmentalized instructional program, discuss the expectations, share the procedures for their daily routine, and explain the interest based enrichment clubs.
- Enrichment clubs were created using the student responses from the surveys.
- Enrichment clubs have been programmed into the students' schedules twice a week and include Book Clubs, Debate Team, Robotics, Stock Market Game, Fairytale Mock Trial, I Love New York, and McKinley Park Community Leaders.
- The Guidance Counselor worked with the teacher teams (classroom and cluster teachers) to create a positive behavior intervention program to facilitate safe learning conditions and encourage positive behaviors when transitioning between classes. A ticket system has been initiated and continues to encourage students to be "Caught Being Good."
- An assembly held to explain the implementation of the positive behavior intervention program which will assist in facilitating safe learning conditions and encourage positive behaviors when transitioning between classes. At the assembly, the students learned about the ticket system of "Caught Being Good."
- During "Back to School Night", informational sessions were planned for parents in order to discuss the departmentalized instructional

model, student schedules, procedures, and expectations. Teachers also explained how students would transition between classes and reviewed the curriculum for each of the content areas.

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

Professional Learning:

- Principal
- Assistant Principal
- Teachers
- Paraprofessionals
- Support Staff
- Instructional Coach
- Teacher Development Coach
- Houghton-Mifflin Staff Developer
- Guidance Counselor

Programming

- Principal
- Assistant Principal
- Teachers
- Guidance Counselor

Additional resources have been purchased and implemented in order to achieve this goal:

- The 2014 edition of the student books for the Journeys program for grades 4 and 5
- Student Planners to facilitate student organization and responsibility
- Social Studies Weekly
- Science Weekly

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

Professional Learning

- Initial Planning Conferences held with administration provided a collaborative conversation to plan professional goals for successful implementation of content specific instruction through departmentalizing.
- Teachers collaboratively plan for instruction which is designed to engage students and advance them through the content.
- Multiple sources of data is continuously analyzed by teachers and support staff in order to reflect on the teaching and learning taking place and make any necessary adjustments to enhance instructional practice and ensure student success.
- Teachers actively participate during each Monday afternoon professional learning session to enrich their content knowledge and

pedagogical skill.

- Teachers pursue off-site professional learning opportunities to increase discipline knowledge.
- Reflection sheets and Professional Development Experience Sheets are completed regularly.
- Cycles of observations are conducted to monitor the implementation of content specific instruction, professional growth, and student learning.

Programming:

- Student and teacher schedules have been created to reflect compliance with the New York City Department of Education Academic Policy Guide and the UFT contract.
- All students have been scheduled to participate in two periods of enrichment clubs per week.
- Thirteen grade 4 and six grade 5 academic intervention periods have been programmed into teacher schedules in order to provide additional opportunities for small group remediation in both, ELA and Math.
- Students in grade 4 are receiving a double block of science lab periods each week in order to allow more time for hands-on science experiments.

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

Timeline for implementation is June 2014 through June 2015

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

Professional Learning:

- Agendas are created for each professional learning activity taking place on each Monday.
- Sign in sheets are archived as evidence of staff participation for all professional development sessions.
- Reflection sheets are completed regularly and collected as a tool for planning next steps.
- Off-site professional learning opportunities are pursued by teachers.
- Professional Development Experience Sheets are completed and turn-key sessions are planned.
- Teacher teams meet to engage in inquiry work in a shared effort to analyze student data and plan for new approaches.
- An Interschool Teacher Development Coach from the Office of Teacher Effectiveness provides instructional support to help increase pedagogy.

Programming:

- Planning sessions for this new instructional endeavor were held and continue to take place as needed.
- School schedule was programmed for the 2014-2015 school year.
- Student and teacher schedules of grades 4 and 5 were created for the 2014-2015 school year.
- Academic intervention periods were embedded into the schedules of teachers of grades 4 and 5.
- Two enrichment club periods per week have been scheduled for all 4th and 5th grade students.
- A double period of Science has been programmed for the 4th grade students.

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).

A Parent handbook has been created for parents to familiarize themselves with school policies and procedures.

Parents have been trained on how to use on-line resources such as, ARIS Parent Link, ThinkCentral, and eChalk.

To establish a culture for learning, parent workshops are provided on a monthly basis. These workshops allow parents to familiarize themselves with the curriculum expectations, the instructional shifts, and learn different ways they can support their children.

"Time on Tuesdays" is designated for parent engagement activities.

Parents are invited into the classrooms on a monthly basis to actively participate in their child's learning.

Parents have been trained as Learning Leaders to enhance individual progress as they work 1:1 with students and in small groups.

The School Leadership Team meets monthly to discuss various plans to continue moving the school forward.

The Parent Coordinator is instrumental in supporting parents in accessing all data resources available to parents.

A series of "Let's Learn English" classes have been scheduled throughout the year. Sessions are facilitated by the Parent Coordinator.

We provide parents with open access to a parent room housed within our school which has a computer, internet access, and includes a variety of resources for their review.

Student Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child's performance and progress.

A monthly newsletter is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program.

Each class has a designated class parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child's learning.

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.

Title I SWP – Per Diem for teachers to attend Professional Development

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
1.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
6.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
1.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
1.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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	Programs/Strategies used are as follows: Early Success, Recipe for Reading, Wilson, Great Leaps, Lindamood Bell, Fundations, Leveled Literacy Intervention, Journeys Write-In Readers, Orton-Gillingham techniques, strategy grouping, peer tutoring, repeated readings, interactive writing, SMARTBoard lessons, multi-sensory based methodologies, differentiated small group instruction, and morning test prep.	Methods for delivery of service are as follows: Small group (pull-out/push-in) One-to-one	Services are provided: Before school day During the school day Extended day After the school day
Mathematics	Programs/Strategies used are as follows: Everyday Math games and extension activities, Math Steps, GO Math! on-line supports, strategy grouping, peer tutoring, SMARTBoard lessons, multi-sensory based methodologies, differentiated small group instruction, and morning test	Methods for delivery of service are as follows: Small group (pull-out/push-in) One-to-one	Services are provided: Before school day During the school day Extended day After the school day

	prep.		
Science	ELA AIS programs include: non-fiction and science based literature.	Methods for delivery of service are as follows: Small group (pull-out/push-in) One-to-one	Services are provided: Before school day During the school day Extended day After the school day
Social Studies	ELA AIS programs include: non-fiction and historical literature.	Methods for delivery of service are as follows: Small group (pull-out/push-in) One-to-one	Services are provided: Before school day During the school day Extended day After the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	At-risk services include: One-to-one or small group counseling which focuses on specific social emotional skills/goals (anger management and conflict resolution), modeling, engaging in educational games, role-playing, illustrating and writing activities, group discussions, reading storybooks,	Methods for delivery of service are as follows: Small group (pull-out/push-in) One-to-one Whole Class (when appropriate)	Services are provided: During the school day

	using SMARTBoard activities, and implementing the Competent Kids Caring Classrooms (CKCC) program. In addition, groups are created according to the needs of students such as a bereavement group.		

Title I Information Page (TIP)

For Schools Receiving Title I Funding

2. All elements of the *All Title I Schools* section must be completed*.

2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

3. 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.
As we inquire about Highly Qualified Teachers, we collect and read through resumes, call references, and take recommendations prior to employment. We interview prospective hires in order to ensure a highly qualified employee. We monitor substitute teachers through informal observations during their daily work. The use of a research based framework for enhancing professional practice is used in short frequent cycles of classroom observation in order to develop a common lens for instruction and set clear expectations. We include our pedagogues in our teacher team discussions, our grade meetings, and all of the professional development opportunities that are offered within our school. We differentiate professional development opportunities through needs assessments gathered from surveys, collegial conversations, and informal observations in order to enhance teaching practices, increase rigor, and improve student outcomes. The analysis of multiple data resources such as informal and formal observations, scores on the state exams, student work products, etc. as well as teacher qualifications and expertise assist the administration when making organizational decisions. All new teachers are mentored by a school-based mentor. The school-based mentor provides a minimum of two periods a week of mentoring to each new teacher, which includes co-planning, conferences, classroom support, and professional development. Mentoring is tracked using the Mentor Tracking System online.

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).
Staff members actively pursue opportunities to grow and develop professionally. All staff members complete an Interest Survey which indicates the types of professional development they would like to attend. All staff members set goals and create actions plans. The members of the staff meet with the administration three times a year to discuss the goals that have been set. From informal and formal observations, areas in need of improvement are noted. Staff members who

have common components that need to be strengthened are grouped together and provided targeted professional development.

Each Monday afternoon, all staff members participate in professional learning within a culture of respect and continuous improvement. Job-embedded professional development, such as joint planning, study groups, lesson studies, and inquiry work are providing opportunities for teachers to learn from each other.

Teacher team meetings and instructional team meetings also involve analyzing various sources of data, identifying trends, and refining curriculum.

Teachers apply newly acquired knowledge and skills in order to increase the impact on student learning. Reflection sheets are completed for the School-Based Staff Development Committee to review.

Inter-visitations are set up for teachers to learn from one another and refine their instructional practices.

Staff members work with staff developers from Houghton Mifflin Harcourt to enhance instruction from the ELA (Journeys) and Math (GO Math!) programs.

Ongoing professional development is offered for teachers, paraprofessionals, support staff, and administration by the network (N602), District 20 Community Superintendent Karina Costantino, District 20 Community Education Council, and various offices within the Department of Education.

Staff members who attend workshops complete a Professional Development Experience Sheet. Administration collects it and plans the time for turn-key sessions.

Professional development opportunities for staff members are extensive and numerous which ensures that every teacher is continuously highly qualified.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We currently do not have Students in Temporary Housing. However, we do have families with a “Doubled Up” housing status and have set Title I School-wide Program (SWP) funding aside for implementing educational services, providing resources for the identified needs of each child, and promoting their academic progress.

As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL, and other available resources to implement activities and strategies to reach our goal.

New York City’s Department for Youth and Community Development (DYCD) awarded Young Dancers in Repertory an Out of School Time (OST) grant through which they provide children in grades K-5 with dance, music, theater and visual art classes in an environment that is safe, nurturing and rewarding. They seek to challenge and inspire students to develop creative expression and to work individually and collectively in artistic expression that celebrates diversity. This program looks to strengthen students' academic skills, support their physical well-being and self-esteem, and provide the tools necessary to

grow into productive adults.

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.).

Parents/Guardians of children who are new to our school meet with the Parent Coordinator to discuss essential data about the school and tour the school building. They register during the registration period and receive an acceptance letter along with our School Brochure. They are informed about our school website which provides them with additional resources along with necessary information such as school hours, arrival/dismissal procedures, supply lists, etc.

A “Meet and Greet” Breakfast along with an Orientation with the Teachers, Administration, Parent Coordinator, and the PTA Executive Board is scheduled for the first day of school. The first day of school for our Kindergarten children is a half day which helps transition them from a half day to a full day of school. If further accommodations are needed for individual students, the support team assists by creating a Transition Plan which may allow a child to gradually assimilate to the demands of Kindergarten.

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.

In order to be prepared to select the measures of student learning (MOSL) for the teacher evaluation system, MOSL team members attended city-wide professional development during the summer. Administration and the MOSL team met before the school year began to discuss current assessments utilized throughout the building. Data analysis was used to inform our decisions for the MOSL selections throughout the school community. The findings and final decisions were discussed and communicated with the staff.

The members of the testing team prepared for and facilitated professional development on the administration and scoring of various assessments across grades through SchoolNet.

Teachers of grades K-2 received training on the administration and scoring of the NYC Beginning of Year Mathematics Performance Tasks. At the end of the school year, they will administer the NYC End of Year Mathematics Performance Tasks in order to monitor student progress.

Teachers of grade 3 received training on the administration and scoring of the NYC Baseline Performance Tasks in English Language Arts (ELA) and Mathematics. This data will be used as a comparable measure to the NYS ELA and Mathematics exams.

Teachers of grade 4 and the Science cluster teacher received professional development on the administration and scoring of the NYC Baseline Science Assessment. This data will be used as a comparable measure to the NYS grade 4 Science exam.

Our ELA and Math programs have a variety of embedded assessments which the teachers administer to gather data on student performance as well as monitor their progress. Data folders are utilized to track students three times a year and used as a communicative tool with administration.

Fountas and Pinnell running records are administered to identify individual student's independent and instructional reading levels. Teachers analyze the running records and use miscue analysis to address the needs of individual students.

ELA, Math, and Content Specific Performance Tasks have been developed by teachers which will be administered to all students in grades K-5 twice a year (Fall and Spring). The tasks will engage the students in rigorous activities which will enable them to demonstrate the knowledge and skills necessary for mastery across the grade levels.

Ongoing professional development takes place during weekly professional learning time and teacher team meetings in order to analyze data, identify trends, and plan for future instruction.

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

The Parent Involvement Policy has been adopted by P.S. 127 and will be in effect for the period of September 2014 to June 2015. This policy will be distributed to the parent community.

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

1. always try my best to learn.

DBN: 20K127

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. 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 consolidated[2]. **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.	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$349,928.37	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	$111,884.00	X	See action plan
Title III, Part A	Federal	$14,564.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,744,026.00	X	See action plan

[1]Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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

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

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

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

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

Part A: School Information	
Name of School: The McKinley Park School	DBN: 20K127
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☐After school ☒Saturday academy
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☒5

Part B: Direct Instruction Supplemental Program Information
☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2
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: Our Title III ELL Saturday Academy will consist of approximately sixty beginner and intermediate level English Language Learners (ELLs) in grades 1-5. The Saturday program will run for 12 sessions, from January 10, 2015 through April 25, 2015, with no sessions on February 14th and 21st, April 4th and 11th . We are planning for the program to be in session Saturday mornings for three hours (8:30 am -11:30 am). One administrator will be supervising the Saturday program. Each certified ESL teacher will work collaboratively with a certified common branch teacher to provide our English Language Learners in grades one through five with instruction to reinforce English language acquisition skills as well as develop reading and writing skills through the content areas. In a co-teaching setting, each team of teachers (teachers of common branch and ESL) will work with students in which they will receive 1.5 hours of English Language Arts instruction and 1.5 hours of developing students' language skills. This meaningful collaboration will provide a balance of core content and language instruction. The students in grades 1-2 will work with one team of teachers, while the other team of teachers will work with students in grades 3-5. Sixty percent (60%) of funds will be allocated for direct instruction. Time will be dedicated to providing students with support while they practice utilizing essential reading and writing skills needed to achieve grade-level proficiency as well as succeed on the NYSESLAT, ELA, and Math exams. Twenty percent (20%) of funds will be used to purchase material to support the program. Items will include; bilingual dictionaries for native language support, On Our Way to English materials (intervention kit, vocabulary context cards, thematic flip books… etc.), and test prep material.

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: Each week, staff members are involved in professional development that is differentiated in order to meet their needs. Professional development sessions have been planned to support teachers in planning units of study, designing effective assessments, creating rubrics, evaluating student work, strengthening their use of questioning and discussion strategies, and establishing next steps for instruction. Staff members have also been engaged in developing beginning English Language

Part C: Professional Development
Learners' strategies and scaffolded instruction for academic success in English. Our Instructional Coach as well as the school's Ambassadors attend professional development workshops and turn-key imperative information to the staff. Currently, we are planning for Brienza Academic Advantages to host professional development workshops for all teachers and paraprofessionals. The focus will be to provide staff with a review of the key concepts of second language acquisition, identify sources to support English Language Learners, and enhance their practice. Therefore, 10 percent (10%) of the allocated funds will be for Professional Development.

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: Our Parent Coordinator is an excellent resource for our parents and guardians. She supports the teaching staff including the ESL support teachers. She works closely with the members of the school community including the Parent Teacher Association (PTA) which represent all language subgroups. She coordinates parent workshops and collaborates with the PTA and staff on school events such as Family Fridays (parents are invited on the first Friday of each month into their child's classroom to assist in classroom activities), movie night, book fairs, and plant sales, all of which parents and guardians are welcome to volunteer, including parents of English Language Learners. Our Parent Coordinator facilitates "Let's Learn English" which is available to parents who would like to learn the English language and also receive assistance in understanding and completing documents. Parents are invited to participate in our "Cup of Coffee and Scoop of Info" meeting which takes place once a month where the Administrators and the Parent Coordinator meet with parents in a friendly atmosphere with an open question-answer session to discuss any issues and upcoming events. Notes and minutes are recorded to reflect on and plan next steps in helping to address parent concerns. Trained Learning Leaders work with small groups of students (including ELLs) offering academic tutoring and support in areas areas such as reading and writing. In addition, each class in grades K-5 have a Class Parent to communicate with other parents in the class regarding teacher notes, memos, reminders, class assemblies, and class trips. Class Parents are often bilingual in Spanish, Chinese, and Arabic. They use various resources to help communicate with other parents who may not be fluent in English. We are currently planning Brienza Academic Advantages to provide workshops for parents and guardians of English Language Learners in order to empower them with knowledge, helpful insight, and tips on how they can positively support and enhance the achievement of their children in school. Therefore, ten percent (10%) of funds will be allocated for parent engagement activities. Parents are notified about all school news and events by letters, monthly calendars, newsletters, and

Part D: Parental Engagement Activities
announcements on our school website. Translations are always provided.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
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) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 20	Borough Brooklyn	School Number 127
School Name P.S. 127		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Agatha Alicandro	Assistant Principal Kerry Quaglione
Coach Toni Ann Laudicina	Coach
ESL Teacher Caroline Nicolosi	Guidance Counselor
Teacher/Subject Area Nedaa Dari/ESL Teacher	Parent Shoshana Urbina
Teacher/Subject Area Katherine Roumeliotis/Data	Parent Coordinator Rosann Vento
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers not 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 not 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)	516	Total number of ELLs	102	ELLs as share of total student population (%)	19.77%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1		1	1	1								5
Push-In			2											2
Total	1	1	2	1	1	1	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	**Newcomers (ELLs receiving service 0-3 years)**	88	**ELL Students with Disabilities**	20
SIFE	1	**ELLs receiving service 4-6 years**	13	**Long-Term (completed 6+ years)**	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	88	0	13	13	0	6	1		1	102

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	88	0	13	13	0	6	1	0	1	102
Number of ELLs who have an alternate placement paraprofessional: 1										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
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	4	6	7	3	5	1								26
Chinese	11	7	5	4	1	1								29
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	1	0	0	0	0								1
Arabic	5	9	8	5	6	10								43
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	1	0	0								1
Other	0	1			1									2
TOTAL	20	24	20	13	13	12	0	0	0	0	0	0	0	102

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)	11	8	3	2	1	2								27
Intermediate(I)	0	9	11	3	5	2								30
Advanced (A)	9	7	6	8	7	8								45
Total	20	24	20	13	13	12	0	0	0	0	0	0	0	102

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	11	2	1	0	14
4	7	3	0	0	10
5	7	0	0	0	7
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	9		4		1		0		14
4	5		3		2				10
5	2		4		2		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	2		3		2		2		9
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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   To assess the early literacy skills of our ELLs, our school utilizes several assessment tools. The primary assessment tool used is the Fountas and Pinnell benchmark assessment system. Key components of the F&P assessment system provide valuable information regarding the literacy skills of ELL learners including phonological awareness, letter, sound and high frequency word recognition and early literacy

behaviors such as identifying a particular letter or word, and matching sounds as they are pronounced aloud. It provides ESL and classroom teachers insight regarding reading and comprehension levels and reading accuracy which aid in grouping students according to their needs.

In addition, our classroom teacher use Performance Tasks in ELA and Mathematics, Benchmark assessments through schoolnet in ElA and Mathematics, running records, conference notes and Wilson Fundations assessments to help diagnose the needs of our students. In grades 3-5 classroom teachers use additional assessment tools such as the CCLS –Aligned Fall and Spring Benchmarks .The Journeys unit and benchmark assessments in grades K-5 are used to accurately diagnose individual student needs in reading and measure progress during the course of the school year. In addition, GO Math ! assessments in grades K-5 are used to assess the math skills and instructional needs of individual students, offerening tiered intervention strategies to use with students.

We work collaboratively around data to meet the individual needs of students, including our ELL population.The information gathered from the assessment tools we use revealed a need for our school to strengthen decoding skills, phonemic awareness, vocabulary development and writing skills for all grade spans but especially our ELL population. We are currently utilizing the Journeys Language Arts program for all our students in grades K-5 to provide them with another successful method to help master reading, writing and vocabulary skills. Although all our students demonstrate great growth in the area of listening and speaking on the NYSESLAT, they still need to make improvements in their reading and writing skills. We will continue to focus on providing our ELL students with meaningful scaffolding opportunities in reading and writing to help them reinforce literacy skills.

In the fall of 2013, we administered the LAB-R to our newly enrolled potential ELLs. After reviewing their HLIS and conducting interviews during the registration process, 29 students in Kindergarten, 7 students in Grade 1, 2 in Grade 2, in Grade 3, 2 in Grade Five were tested. In Kindergarten, 16 students scored below the cut score with 8 scoring in the beginner/intermediate range, and 8 scoring in the advanced range, and 13 in the proficient range. In grade 1, 4 students scored below the cut score in the beginner/Intermediate range, and 3 in the proficient. In grade 2, 1 student scored below the cut score in the Begi1 students scored in the Advanced range. In grade three, 1 student scored in beginner/intermediate range and 1 student scored in the proficient range. In grade five, 1 student scored in the beginner/intermediate range and 1 student scored within the advanced range. When reviewing the LAB-R data, we continue to notice a large concentration of ELLs in the lower grades and a smaller concentration in the upper grades.

In the 2012-2013 school year, 18, or 18% of our entitled ELL students attained proficiency on the Spring 2013 NYSESLAT (1 kindergarten student, 4 grade one students, 3 grade two students, 3 grade three students, 3 grade four student, and 4 grade five students).

According to the results, out of the 25 kindergarten students who were administered the spring 2013 NYSESLAT - 8 or 32% scored on the beginning level, 9 or 36% scored on the Intermediate level, 7 or 28 % scored on the advanced level, and 1or 4% scored on the proficient level .

When analyzing the ELLs tested in grade 1, our students scored as follows: of 23 students 3 or 13% scored at the beginning level, 11 or 47% scored at the intermediate level, 6 or26% scored at the advanced level, and 3 or 13% scored at the proficient level.

Sixteen (16) second grade ELLs were administered the NYSESLAT Spring 2013. 2 or 12% scored on the beginner level, 3 or 18% scored on the intermediate level, 8or 50% scored on the advanced level and 3 or 18% were proficient.

The NYSESLAT in grades 2-4 is different from Kindergarten and first grade with more challenging reading and writing tasks. The assessment was more sophisticated. We will continue to focus on developing their reading and writing skills by providing scaffolding and differentiated instruction. We are also using the ESL component to the Journeys language arts program used in their classrooms to provide additional reinforcement in the literacy skills they are working on.

In grade three, 16 ELL students were tested with the NYSESLAT (1 or 6% scored on the beginning level, 5 or 31% scored at the intermediate level, 7or 43% scored at the advanced level and 3or 18% scored on the proficient level. level, 40% scored at the advanced level and 55% at the proficient level. We plan to continue developing their reading and writing skills by providing scaffolded differentiated instruction. We will continue to focus on engaging our students in meaningful listening and speaking activities that are geared towards meeting the needs of our children. We will be using the ESL ccomponent to our Journeys language arts program and provide AIS support to our grade three ELLs who will be taking the ELA this coming spring. We will continue to provide opportunities for literacy development in the various reading and writing genres. Students will participate in the extended day session and Title III after-school and Saturday programs when available.

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

In the fall of 2013 we administered the LAB-R to our newly enrolled potential ELLs. After reviewing their HLIS and conducting interviews during the registration process, 29 students in Kindergarten, 7 students in Grade One, 2 in Grade Two, in Grade Three, 2 in Grade Five were tested. In Kindergarten, 16 students scored below the cut score with 8 scoring in the beginner/intermediate range, and 8 scoring in the advanced range, and 13 in the proficient range. In grade One, 4 students scored below the cut score in the beginner/Intermediate range, and 3 in the proficient. In grade Two, 1 student scored below the cut score in the Begi1 students

scored in the Advanced range. In grade three, 1 student scored in beginner/intermediate range and 1 student scored in the proficient range. In grade five, 1 student scored in the beginner/intermediate range and 1 student scored within the advanced range. When reviewing the LAB-R data, we continue to notice a large concentration of ELLs in the lower grades and a smaller concentration in the upper grades.

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The NYSESLAT in grades 2-4 is different from kindergarten and first grade with more challenging reading and writing tasks. The assessment was more sophisticated. We will continue to focus on developing their reading and writing skills by providing scaffolding and differentiated instruction. We are also using the ESL component to the Journeys language arts program used in their classrooms to provide additional reinforcement in the literacy skills they are working on.

In grade three, 16 ELL students were tested with the NYSESLAT (1 or 6% scored on the beginning level, 5 or 31% scored at the intermediate level, 7or 43% scored at the advanced level and 3or 18% scored on the proficient level. level, 40% scored at the advanced level and 55% at the proficient level. We plan to continue developing their reading and writing skills by providing scaffolded differentiated instruction. We will continue to focus on engaging our students in meaningful listening and speaking activities that are geared towards meeting the needs of our children. We will be using the ESL ccomponent to our Journeys language arts program and provide AIS support to our grade three ELLs who will be taking the ELA this coming spring. We will continue to provide opportunities for literacy development in the various reading and writing genres. Students will participate in the extended day session and Title III after-school and Saturday programs when available.

Fifteen(15)) fourth grade students were tested during the Spring 2013 NYSESLAT. The results were as follows: 2 or 13% scored at the beginning level 2 or 13% scored at the intermediate level, 8 or 53% scored at the advanced level and 3 or 20% scored at the proficient level. Eleven (11) fifth grade students were tested during the 2013 NYSESLAT. The results were as follows: 0 students scored at the beginner and intermediate level , 7 or 63% scored at the advanced level, and 6 or 36% tetsed out of ESL at the proficient level. We will continue to provide ELLs with opportunities for literacy development in various reaading and writing genres. We will continually integrate listening and speaking activities in our ESL classrooms to encourage the use of content area vocabulary, and to promote better communicating skills. We will also provide additional support through our AIS program, participation in the extended day sessions.

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

The 2013 NYSESLAT combined modality sets analysis breakdown has not been released by SED as of 12/5/13. We plan to continue developing ELL students' reading and writing skills by providing scaffolded differentaited instruction. In listening and speaking the majority of our students are advanced or proficient. We will continue to focus on engaging our students in meaningful listening speaking and listening activities that are geared towards the needs of our children. We will be using the ESL component to our Journeys language arts program and provide AIS support to our grade 3-5 students who are in need of extra support , and will be taking the ELA this upcoming spring. We will continue to provide opportunities for literacy development in the various reading and writing genres. We will continually intergrate listening and speaking activities in our ESL classrooms to encourage the use of content area vocabulary, and to promote better communication skills.

As of November 8, 2013, the NYSESLAT score and modality breakdown (RNMR) accessed via ATS is unavailable.

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

a- We noticed that majority of our ELL population who have been receiving the 0-3 years of ESL servcies, have shown growth in yearly proficiency levels. As our ELL's continue to receive more years of service, by the third- fourth year , they are less likely be be entitled for ESL services, because they have attained proficiency on all language modalities. Patterns have shown that, population of ELL's in the upper grades are lower than those in the lower grades. We would like to note that students that are stagnate in a proficiency level are

usually those that are SWD, and our goal is to provide them with the support they need as per Individialized Education Plan.

b- Our school is currently not using the ELL Periodic Assessment, but will look into utlizing it in the future.

c- Not applicable to our school.

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

Our school collaboratively uses data (data from classroom assessments, data derived from Inquiry, NYS Performance Tasks, CCLS-Aligned Fall and Spring Benchmarks) when making instructional decisions that help meet the individual needs of students, including our ELL population. Our school is familiar with the data points available to help determine exactly which ones provide us with the information needed to serve our ELL students at-risk for academic difficulties. Members of our RTI team meet twice a month to address the needs of individual students and discuss strategies, various levels of interventions and instructional support in place for students at risk. Based on the NYCDOE RTI model, teachers develop and implement an individual intervention plan for 6-8 weeks, which includes evidence based, differentiated instruction to meet the ELL student's diverse needs. This instruction is focused on promoting language and literacy development. Following the 6-8 week cycle of Tier I intervention, the RTI team revisits and discusses the success of the Tier I interventions implemented for each student, and plan for next step. Students move into Tier II and Tier III if they demonstrate a need for more targeted and intensive academic support. This support occurs both in the classroom and is separate setting such as AIS and ESL, with instruction focused on specific learning targets. Tier II and Tier III instruction is tailored to meet ELL's language needs and is incorporated into the intervention strategies delivered.

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

Our school is aware of our ELL students' varying needs in their linguistic development, and when making instructional decsions we are mindful of the challenges that ELLs may encounter in the areas of literacy devlopment. When considering programs choices and instructional decsions we know that is is important to provide ELLs with multiple entry points into the curriculum, by providing them with audiovisual support, native langusge support (through buddy system and glossaries), differentiated activities according to linguistic needs, and vocabulary building instruction. While not all studnts will achieve the same level of langauge, literacy, and content area development, all will be moving toward the same goal along different paths. Our reading, writing and math programs provide differentiated instuction, strategies and entrypoints built into lessons, which provide opportunities for all language learners to succeed.

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

Not applicable to our school

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

The following assessments are used to evaluate ELL success: NYSESLAT, Journeys Benchmark Assessments, conferencing notes, collaborative assessment of student progress in teacher / service provider meetings, classroom math and reading data folders , writing samples, student projects, and other student-created work. The results of this body of student work inform the teachers of the students' strengths as well as areas for improvement or continued instruction. Teachers at P.S 127 are in constant communication with one another so that they might gain insights through idea sharing and collaborative planning. Our 2012/2013 progress report reflects that our school is in good standing and has made AYP for our population of ELL's We ensure that our programs whether small or large are in fact effective for our ELLs and their language acquisition needs. We know that addressing the needs of our ELLs takes the collaboration of the entire school, including administration. Our teachers are given the support they need to be able provide differentiated instruction to meet the needs of ELLs. In addition, all students will succeed if kept to high expectations.When available we analyze the combined modality sets analysis report, accessed via ATS to measure student growth between proficiency levels and with modalities.

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.)

Regarding the initial enrollment process of children into our schools, the identification of a child's home language is vital in determining a child's potential requirement of ELL Services. Parents/guardians receive the HLIS upon the registration of their child into our school. In addition to English, the HLIS is presently available in fourteen languages. During the enrollment period, our school secretary contacts one of our fully certified ESL teachers or a fully certified classroom teacher, to meet with the parent/guardian to conduct a brief oral interview. This interview is conducted to make certain that the parent understands the questions that are presented on the HLIS, to accurately determine the child's language(s) spoken at home, and if the child has any other formal education. When necessary, we ask staff members who speak other languages to assist parents who do not have sufficient English language with the oral interviews, as well as with the overall registration process, including completion of the HLIS. The Translation and Interpretation Unit is utilized when we cannot provide the needed language support to assist parents.

Following the parent's completion of the HLIS, an oral interview with parent and child is conducted by either licensed ESL teachers or trained classroom teacher. Once this is done, the certified ESL teacher reviews the responses and determines whether the primary language other than English is spoken at home; thereafter OTELE codes are determined. If the OTELE codes show a language other than English is spoken at home, the fully certified ESL teachers administer the Language Assessment Battery–Revised (Lab-R) exam within the first ten (10) days of the students' enrollment. The ESL teachers also review a range of ATS reports such as the RLER (a report that lists students' LAB-R and NYSESLAT eligibility) to ensure that students eligible for testing have been properly identified and screened , as well as the RPOB (a report that indicates the students' place of birth and home language).

The current LAB-R memo issued by the NYC Department of Education for the 2012-2013 academic year states that the LAB-R can only be issued one time upon a students' entry into the NYC public school system. Prior to being sent to the Scan Center, the students' cut score is used to determine the child's eligibility for ELL Services. The cut score determines the student's language proficiency level (beginner/intermediate, advanced or proficient). Students who score below proficiency level are entitled to state-mandated ELL services, and are placed in the appropriate ELL group. Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish Language Assessment Battery (LAB) only once, by a Spanish-speaking pedagogue within the first ten (10) days of enrollment, to determine language dominance.

Effective February1, 2014, a new State test, the New York Identification Test for English Language Learners (NYSITELL) will take the place of the Language Assessment Battery-Revised (LAB-R) currently used for the statewide identification of English Language learners (ELLs). NYSITELL will be based on, and be similar to , the New York English as a Second Language Achievment Test (NYSESLAT), but abbreviated in lenghth. The NYSITELL will replace the LAB-R as the approved means of initially identifying ELLs in New York State. NYSITELL should be administered to eligible students within two weeks of their initial enrollment.

In accordance with the NYS Department of Education, each ELL student is administered The New York State English as a Second Language Achievement Test (NYSESLAT) during the spring of each school year by a fully certified ESL teacher. The NYSESLAT measures an individual student's English proficiency level, as well as progress made by the student during the course of the academic year up until the time of administration. The NYSESLAT measures the English language proficiency level in the four modalities (listening, speaking, reading and writing) and determines whether or not the student continues to qualify for ELL services. When the NYSESLAT scores become available, a certified ESL teacher accesses and analyzes the scores on the RNMR (a report that generates students' NYSESLAT scores and modality breakdowns) to determine proficiency level for each modality, and areas in need of greater support. We utilize the RLAT (a report that generates the past three years of NYSESLAT scores for each ELL student) as a cross reference tool with the item analysis from the ELA (in grades 3-5) to further determine students' specific needs.

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.

Proceding the administration of the LAB-R, the student's parents/guardian are notified of their child's LAB-R results and proficiency level through written communication within ten (10) days of the child's registration. Parent Orientation meetings must be conducted after the LAB-R results are tabulated. After a student is determined to be an ELL in accordance with screening procedures outlined above, Parent Orientation meetings as per OELL guidelines must be conducted; meetings held are ongoing throughout the year. Parents of ELL students receive an invitation in the appropriate language to attend a Parent Orientation Meeting, which is held within the first ten (10) days of their child's enrollment in the school. The Parent Orientation Meeting is conducted by our certified ESL teachers, with the support of administration and the assistance of the Parent Coordinator. Based on the HLIS's arrangements with the parent, volunteers are made available to provide translations and assistance to attendees. At the meeting, parents are provided with translated meeting agendas, and the fully certified ESL teacher informs parents of the three ELL programs available in NYC schools and give parents an opportunity to view the ESL Parent Orientation Video (produced by the NYC DOE and available in 13 languages) in their native language. In addition, they receive and are instructed to complete the Parent Survey and Program Selection Form (Epic form D) in the appropriate language and are asked to read the survey, indicate their ELL program choices in order of preference and return the documents signed in a timely manner. Parents/guardians are informed that, when making a decision, to keep in mind that studies show that students who remain in one program consistently attain English proficiency

more quickly and perform better academically than students who are switched from one program to another. Parents are informed that their child will be placed in the school's Freestanding English as a Second language Program immediately until a program chosen by the parent is established. Students must be placed in the appropriate program within ten (10) school days of enrollment. If there are 15 or more parents (via the Parent Choice and Program Selection Survey) of students who speak the same home language and they are on the same or on two contiguous grades opt for a bilingual program, then we will create such a program as per the Aspira Consent Decree mandate. It important to note that all ELL students must receive ESL classes taught by a certified ESL teacher.

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].)

During the ESL Parent Orientation meeting in September, Parent Survey and Program selection forms are completed. The certified ESL teachers and Parent Coordinator ensure that entitlement letters (Epic form C), Parent Survey and Program Selection forms (Epic form D) are distributed and collected. If parents do not respond to the Parent Orientation meeting invitation and do not attend the meeting, the non response is viewed as exercising the option for the Transitional Bilingual Program. The ESL teachers make several attempts to contact the child's parents/guardians in the appropriate language by letters and telephone calls, and schedule individual parent meetings or phone conferences to ensure that parents are given the opportunity to view the Parent Orientation Video and discuss the various ELL program options, as well as make them aware of the importance of the completion of The Parent Survey and Program Selection Form. Upon receiving the Entitlement letters and Program Selection Forms, copies are kept in a central location in the main office, as well as in the ESL Title III binder.

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.

Following the LAB-R screening of eligible students, parents are notified of the LAB-R results through written communication in their preferred language within ten (10) days of initial school enrollment. If the child scores below proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL teachers notify the parents of this by sending home the entitlement letter (EPIC form C) in English, as well as in the appropriate home language if available. Entitlement letters are distributed through the student's home/school folders. Parents are then invited to attend the ESL Parent Orientation meeting to discuss the various ELL programs available, view the Parent Orientation video (available in 13 languages), and complete the Parent Survey and Program Selection form (EPIC form D), where they indicate their ELL program choices in order of preference. The child is placed in an ELL program with ten days of enrollment. In addition, we record and update the ELPC screen in ATS within 20 days , for all new admits with a home language other than English. The ESL staff sends home a placement letter (EPIC form F) to inform parents of the placement of their child in an ELL program. In the case of bilingual classes, they are formed when there are fifteen (15) or more students on two contiguous grades for kindergarten through fifth grade. If there are insufficient numbers available of students to form a bilingual class, if available, the parent may choose to have his/her child attend another school with available bilingual classes in the appropriate language within the same school district , or have him/her remain in the Freestanding English as a Second Language (ESL) program available at our school.

As newly identified ELL students enter our school throughout the year, the certified ESL teachers continue to schedule individual parent meetings to ensure that all parents have access to information, and have the opportunity to voice their program preference. After reviewing Parent Surveys and Program Selection Forms from the past few years, it is apparent that a majority of parents prefer to have their children enrolled in an ESL program. Our records indicate that parents continue to select ESL as their primary program choice. After reviewing responses from our entitled ELLs in the 2013-2014 school year,eighteen (18) kindergarten ELL parents listed ESL as their first preference. Only two parents chose Transitional Bilingual Education as their first choice. Schools within our district with Transitional Bilingual Education Programs in the preffered language were contacted to inquire on available seats for those two stduents, we were informed that currently there were no available seats. The LAP team will continually monitor the trends in parental choice to aid in planning and the implementation of other programs in the future, in accordance with CR Part 154. Parents that do select a bilingual program for their child are given the opportunity to visit other schools that offer their desired program mode (when available), thus helping to build alignment between parent choice and program offerings. Parents have also expressed their desire to keep their children in their zoned schools; a bilingual class setting would require travel on the part of students during the regular school day. Some parents do choose send their children to attend after-school or weekend programs that teach their child's first language.

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 NYSESLAT is administered annually to all English language learners in Grades K–12, the NYSESLAT is an untimed test. The results of this test is used to demonstrate improvements in the English proficiency of ELLs, and to determine continued entitlement to Bilingual/English as a Second Language services. Each grade band (K, 1-2, 3-4, 5-6, 7-8,9-12) assesses four language modalities: Speaking, Listening, Reading, and Writing. Prior the administration of the NYSESLAT, we access an updated report of the RLER ,

which gives us a list a students currently enrolled in our school eligible to take the NYSESLAT. In addition, grade rosters are created to reflect students in each grade eligible for NYSESLAT testing. Thees rosters are organized per grade for each of the subtests (ex. K- listening, K-speaking, K-reading, K-writing). This procedure helps to assure that all students are administered each subtest of the NYSESLAT. If a student is absent during the administration of one or more subtests, they will be given a make-up within the testing window. The NYSESLAT is administered according to the NYSESLAT manual for Administrators and Teachers.

All school personnel involved in administration of any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, were provided with a copy of NYSESLAT manual for Administrators and Teachers to review prior to administration. During the state designated testing window, our schools select the dates and grades to be tested. We administer the subtest in the following sequence: Session 1 (Speaking), Session 2 (Listening), Session 3 (Reading), and Session 4 (Writing). All test booklets are placed in a secure locked testing closet, located in the main office. In order the strictly observe security procedures and maintain the integrity of this test administration, each teacher involved and test coordinator will be required the test material security form, indicating the number of tests booklets picked up and the number of test booklets returned. During the administration of the Speaking subtest, each student's teacher used an electronic recording device to record each student's response. The recorded responses were subsequently scored by a disinterested teacher. For the Writing subtest, all of the student responses to the constructed-responses questions were scored by a selected committee of teachers. No teacher who was a student's teacher of English as a Second Language or English Language Arts scored any of the constructed-response questions in that student's Writing subtest booklet.

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.

Part V: ELL Programming

A. Programming and Scheduling Information

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

    All eligible ELL students identified by the 2013 NYSESLAT, as well as the 2013 LAB-R, are provided with English-only instruction in our Free-Standing ESL program. Each of our two certified ESL teachers works with several ELL groups based on the CR-Part 154 regulation that requires 360 minutes for our beginner and intermediate students, and 180 minutes for advanced students. Currently, each ESL teacher works with ELL's from three contiguous grades in order to particularize the curriculum of the specific grade. ESL teachers are following the pull-out organizational model when providing instruction to our population of ELL students. When feasible, our ESL teachers use the push-in model or a combination of push-in and pull-out.
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 who are identified as being Beginner/Intermediate with regards to their English proficiency levels are provided with 72 minutes of daily ESL instruction per week, which amounts to 360 mandated minutes, as per the CR Part 154 regulation. Students who are identified as "Advanced" are provided with 45 minutes of ESL instruction 4 times a week, thus amounting to 180 mandated minutes. Students at the advanced level of English proficiency receive one unit of ELA instruction in their classroom. Two fully licensed ESL teachers are available at the school to deliver the mandated service to all of the students.
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.

    Classroom teachers, the AIS provider, content area teachers and ESL teachers use a variety of resources and materials intended to addresses the diverse needs of our ELL population, in order to make language and content comprehensible. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. Throughout the content areas, the use of visuals (such as maps, charts, and pictures), graphic organizers (such as KWL charts and Venn diagrams) helps teachers in making content and language accessible to our ELL students. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre teaching and the utilization of important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ESL strategies. There is the additional use of bilingual dictionaries, books and photo collections as well as word-to word glossaries offered in math, science and social studies. The ESL program incorporates several approaches and methods to make content comprehensible and to enrich language development. Prominent among the teaching approaches is the Natural Approach. In the Natural Approach, teachers provide language input that learners can understand. Comprehension is facilitated by using visual aids, gestures, commands for physical actions (e.g. Total Physical Response), sentence expansions, open-ended sentences, and prefabricated phrases. Content area instruction will be presented using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach, as well as Total Physical Response methodology will be employed in the ESL instructional program. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they require.

    Our school utilizes a combination of the Balanced Literacy Approach in conjuction with, Journeys Reading/Writing Language Arts program. This school year, our school has implimented the GO Math ! program , which is aligned to the Common Core State Standards. This program is designd to faciliate differnentiated instruction and activites, including built in vocabulary support in every unit. Additionally, each lesson includes suggestions for instructional strategies to support English Language Learners. This program is available through Think-Central, and offers many valuable resources to support our ELL families at home. The ESL staff is using Rigby's On Our Way to English program, which provides grade level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels. In addition, the ESL teachers are following the ELL component of the Journeys Reading/Language Arts program, so that the literacy and language arts activities in the mainstream classroom and the ESL classroom are aligned with one another. Reading and writing are taught as natural extensions of oral/aural communication tasks. Across the vast mojority of classroom, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the Instructional Shifts, as well as by discussions at team and schools levels. Teaching strategies (including questioning, scaffolds in English and/or native language where appropiate, and routines) strategically provide multiple entry points and high quality supports and extentions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropiatley challenging tasks and demonstate higher-order thinking skills in student work products.

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

Newly enrolled ELL students who score below proficiency level on the LAB-R and speak Spanish at home are administered a Spanish Language Assessment Battery (LAB) once by a Spanish-speaking pedagogue within the first ten (10) days of initial enrollment; to determine language dominance. All ELL students in grades 3-5 are required to take the New York State Mathematics and Science exams. ELL's may take the mathematics and science test in English or an alternative language - whichever better meets their linguistic needs. Currently, the New York State Department of Education offers each of these exams in Chinese (Traditional), Haitian Creole and Spanish. The Mathematics exams are also available in Korean and Russian. When possible, arrangements are made for the test to be translated orally into other languages for ELL's whose first language is one for which a written translation is not available from the New York State Department of Education. This year, our school will make necessary accommodations for newly enrolled ELL students not capable of completing the exam in English. We will provide written Chinese translated versions of the 3-5 grade NYS Mathematics exam and an Arabic- speaking ESL teacher will provided newly enrolled ELL students with an Arabic home language in grades 3-5 , with oral translation of the NYS Math exams. In all classroom environments including CTT, ESL Push-In and Pull-Out models, and all other environments, students are given native language reading materials when available. Instructional materials and books are standards-based and age appropriate

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

Our ESL teachers and classroom teachers frequently meet to plan and ensure curricular alignment. This collaboration provides opportunities for the exchange of feedback regarding student progress or stagnation in both classroom settings. Our ESL teachers and classroom teachers share data and information gathered from various assessment tools such as, Fountas and Pinnell, ELA Periodic Assessments and the NYSESLAT, to help effectively guide and differentiate instruction for all our students to meet their individual needs. Students will complete two Performance Tasks (one in the Fall, one in the Spring), which will be recorded on data folders, archived and tracked for student progress. ESL teachers are continuously using strategies and scaffolds to develop, strengthen and enrich English language development. The ESL staff employs strategies such as modeling, schema building and activating prior knowledge to scaffold and differentiate instruction for ELL's.

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).

Currently, we have one student in the fifth grade that is classified as Students with Interrupted Formal Education (SIFE). SIFE students are ELL students born in a country other than the United States who enter the English Language School System (ELSS) in grade 3 or above, have had two years less schooling than their peers in their native countries, and function at least two years below expected grade level in reading and mathematics. The school and staff have implemented an instructional plan which encompasses employing a Newcomer's program, adapting curriculum and standards to the SIFE's individualized needs. The SIFE student would participate in our Freestanding ESL program in a grade-appropriate group, thus receiving the mandated number of ESL instruction minutes as determined by his/her proficiency level. We extend all opportunities for the student in grades 3-5 to participate in programs such as AIS and extended day small group instruction, as well as the after-school ELL Academy.

Our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Fundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. In addition to Wilson Fundations, students in grade one receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program to reinforce phonics. Our newcomer ELL's in g During the ESL Parent Orientation meeting in September, Parent Survey and Program selection forms are completed. The certified ESL teachers and Parent Coordinator ensure that entitlement letters (Epic form C), Parent Survey and Program Selection forms (Epic form D) are distributed and collected. If parents do not respond to the Parent Orientation meeting invitation and do not attend the meeting, the non response is viewed as exercising the option for the Transitional Bilingual Program. The ESL teachers make several attempts to contact the child's parents/guardians in the appropriate language by letters and telephone calls, and schedule individual parent meetings or phone conferences to ensure that parents are given the opportunity to view the Parent Orientation Video and discuss the various ELL program options, as well as make them aware of the importance of the completion of The Parent Survey and Program Selection Form. Upon receiving the Entitlement letters and Program Selection Forms, copies are kept in a central location in the main office, as well as in the ESL Title III binderrade 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELL's in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy offered before the start of our regualr instrcutional school day, on Monday, Tuesday, Thursday and

Friday, approximatley six weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and Math are contingent upon school budget.

Our ELLs receiving services for four to six years participate in our Freestanding ESL program, with placement in the grade appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended day sessions on Monday and Tuesday where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our morning Test Prep Academy offered on Monday, Tuesday, Thursday and Fridays, approximatley six weeks prior to the NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. In the past two years, we have offered our ELLs to participate in the ELL Academy, after-school on Thursdays and Fridays. During this time, teachers worked with children from Grades 2 through 5 in small groups to reinforce English acquisition skills as well as develop reading and writing skills needed to succeed on the NYSESLAT, ELA and Math exams. Time was also dedicated for homework-help where teachers offered assistance and reinforcement with what was learned in the classroom. Classroom teachers and ESL teachers will analyze test scores, progress or stagnation of students, and may meet with the School Assessment Team (SAT) to look into possible evaluation to assess if the student is need of mandated services such as speech or alternative classroom setting to provide them with the optimal learning environment to help them achieve their fullest potential.

Currently, we have one student who fit the Long-Term ELL category (students receiving ESL services for 6 or more years). Our long-term ELL student will participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. As per his IEP, he is currently receiving SETTS and other related services. We will offer him the opportunities to participate in programs such as AIS, extended day small group instruction, and Test Prep Academy.

We recognize that ELL students who have attained proficiency on the NYSESLAT (Former ELLs) are in need of additional transitional support to continue to progress academically. In the 2012-2013 academic year, approximately 20 students, or 19% of our entitled ELLs attained proficiency on the Spring NYSESLAT exam (1 kindergarten students, 4 first grade students, 3 second grade students, 3 third grade students, 3 fourth grade students and 4 fifth grade students). Some of our former ELLs receive AIS services for additional literacy, math and content area support, and participate in extended day session with their classroom teacher. They are invited to participate in our Test Prep Academy offered prior to taking state exams. Additionally, during the NYS ELA and math exams, former ELLs receive the recommended ELL accommodations for up to two years. Accommodations include extended time (i.e. time and a half of productive test-taking), separate location and/or small group administration, use of NYS word-toword glossaries offered in fifteen languages, after attaining proficiency on the NYSESLAT as per the NYS Department of Education regulations.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

   Our ELL students with disabilities (ELL-SWD) participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. At the present time, we have 20 ELL-SWD enrolled in our school (1 Kindergarten student, 3 First grade student,6 second grade student, 3 third grade students, 4 fourth grade students and 3 fifth grade students). Our ELL-SWD students receive all services and modifications as indicated on their Individualized Education Plan (IEP), including speech, occupational therapy, and Special Education Teaching Support Services (SETSS), as provided by certified teachers. ESL teachers and classroom teachers are provided with a variety of resources and materials intended to addresses the diverse needs of our ELLs-SWD-population, in order to provide them with access to academic content areas to make language and content comprehensible. Our ESL programs use strategies for English language development with native language support so that students develop language and content knowledge in English. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. Throughout the content areas, the use of visuals (such as maps, charts, and pictures), graphic organizers (such as KWL charts and Venn diagrams) helps teachers in facilitating in making content and language accessible to our ELLs-SWD. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre-teaching and important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ESL strategies. Additionally, teachers use a multi-sensory teaching approach, helping the ELL-SWD to learn through more than one of the senses. When possible, content area instruction will be presented using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach as well as the Total Physical Response methodology will be employed. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they require.

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?

As per stdudent IEP, some ELL-SWD are placed in an ICT class, where students receive further academic, social and linguistic support, which offers them opportunities to learn in the least restrictive environment. In some instances, paraprofessionals work closely with these students to help ensure that their specific educational needs are accommodated. ELLs in this category may receive services in our AIS and SETTS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended–day sessions on Monday and Tuesday, where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, all ELLs in grades 3-5 are invited to participate in our morning Test Prep Academy offered Monday, Tuesday, Thursdays and Fridays, six weeks prior to the NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know in order to succeed at taking the NYS tests.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

As stated above, our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups Our school is aware of our ELL students' varying needs in their linguistic development, and when making instructional decsions we are mindful of the challenges that ELLs may encounter in the areas of literacy devlopment. When considering programs choices and instructional decsions we know that is is important to provide ELLs with multiple entry points into the curriculum, by providing them with audiovisual support, native langusge support (through buddy system and glossaries), differentiated activities according to linguistic needs, and vocabulary building instruction. While not all studnts will achieve the same level of langauge, literacy, and content area development, all will be moving toward the same goal along different paths. Our reading, writing and math programs provide differentiated instuction, strategies and entrypoints built into lessons, which provide opportunities for all language learners to succeed. ere they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Fundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. Our newcomer ELLs in grades 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELLs in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy, weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know in order to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and math are contingent upon school budget. In the 2012-2013 school year, our school offered four days of the morning Test Prep Academy. Two contiguous days were dedicated to ELA and Math test preperation, on Mondays,Tuesdays, Thursdays, and Fridays, six weeks prior the administration of the exams in April. Furthermore, beginner/intermediate ELL students in grades 3-5 receive phonemic and phonological instruction through the multi-sensory, kinesthetic , phonics based Orton Gillingham Approach. This instructional approach helps our students master the basic knowledge about the English language and its relationship to our writing system.

Our ELLs receiving services for four to six years participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended–day sessions on Monday and Tuesday where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our Test Prep Academy to further develop their literacy, math and test-taking skills, and to provide additional opportunities to practice for state exams in a small group setting.

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

Based on data collected from classroom assessments, teacher conference notes, ELA and Mathematics Performance tasks, and NYS exams (ELA, Math, NYSESLAT, Science (grade 4 only), it is evident that programs implemented in our school has given the majority of our ESL students the support they need to meet their individual needs in language and content area development.

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

This school year, our school has implimented the GO Math! program , which is aligned to the Common Core State Standards. This program is designed to faciliate differentiated instruction and activites, including built in vocabulary support in every unit. Additionally, each lesson includes suggestions for instructional strategies to support English Language Learners. This program is available through Think - Central, and offers many valuable resources to support our ELL families at home. In addition, the Kindergarten-2nd grade AIS and SETTS provider as well as the ESL teacher of grades 3-5 utilize phonemic and phonological instruction through the multi-sensory, kinistetic , phonics based Orton Gillingham Approach. This instructional approach helps our students master the basic knowledge about the English language and its relationship to our writing system.

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

Currently, P.S 127 has no plans to discontinue any programs or services implemented, since evidence shows that the program successfully supports our ELL population and their needs. We will continue to monitor the success of all of our programs and services to ensure that our ELL students are afforded equal opportunities to learning that contributes to their progress.

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

Our English Language Learners are always encouraged and afforded equal access to all school programs. They receive constant

exposure to technology in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead projectors. ELLs are invited to participate in the morning Test Prep Programs, Title III after-school ELL Academy, ballroom dancing, Rainbow loom after-school club, Young Dancers in Repertory after-school program, and extended day instruction.

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

    Our English Language Learners receive constant exposure to technology in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead projectors . Additionally, the Journeys and GO Math! programs are avialable on Think - Central and offers many valuable resources to further support students learning in the classrooms . In the content areas of Social Studies and Science, smartboards are utilzed to ehance lessons and offer students acess to additional resources and support.

    P.S 127 is always striving to improve reading and writing skills, as well as vocabulary development for our entire students population including ELLs, in order to make content comprehensible. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. We greatly emphasize the use of many visuals from Rigby On Our Way to English programs and throughout the content areas (such as maps, charts, and pictures). Graphic organizers (such as KWL charts and Venn diagrams) help teachers in facilitating in making content and language accessible to our ELL students. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre-teaching and important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ESL strategies. The use of bilingual dictionaries, picture dictionaries, thematic flash cards and photo collections, as well as word-to word glossaries offered across the content areas. Our school utilizes a combination of the balanced literacy approach in conjunction with the Journeys Reading/Writing Language Arts program. In addition, the ESL teachers are following the ELL component of the Journeys Reading/Language Arts program for additional literacy support, so that the literacy and language arts activities in the mainstream classroom and the ESL classroom are aligned with one another. Reading and writing are taught as natural extensions of oral/aural communication tasks.

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

    P.S 127 understands the vitality of offering many opportunities for ELL students to use and be exposed to their native language as a foundation of English Language acquisition and development. We provide native language-to-English glossaries and dictionaries for our ELL students. Classroom teachers implement a buddy system for all newcomer ELLs in their classrooms. The newcomer is paired with a buddy who is able to communicate in the same language to help ease the transition into classroom expectations and activities. ELLs interact with other students in their native language during periods of gym and lunch, and are able to speak to teachers or staff members that share their native language. In addition, during cooperative group work, ELL students are grouped with other common language students, which offers them the chance to communicate and participate in the exchange of ideas. Currently, P.S 127 is looking to invest in the purchase of native language libraries to be placed in both mainstream and ESL classrooms.

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

    Based on the information provided above, support services and resources available to our ELL students correspond with their age and grade levels and are Common Core aligned. All classroom materials are aligned to students' current reading levels, content areas, and/or proficiency levels as an ELL.

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.

    Currently, P.S 127 does not offer any activities to assist newly enrolled ELL students before the beginning of the school year.

18. What language electives are offered to ELLs?

    Currently P.S 127 does not offer language electives

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

    Not applicable to our school

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.

The goal of the administration is to provide all certified common branch and special education teachers, guidance counselors, occupational therapists, speech therapists, and parent coordinator with opportunities for professional development programs that support the academic gains and English language development of English Language Learners .Our school also designates Math, Science, Social Studies, and lIteracy ambassadors who attend network meeting based on content areas, and will turm-key pertitent information. This allows us to grow and devlop profesionally,continuing to strenghten and refine current teaching practices. One of the Chancellor's goals is to have all teachers involved in inquiry projects. Inquiry teams focus on student outcome using a systematic, data-informed appraoch. It is conducted by teams of teachers with a focus on small groups of students, paying close attention to those who are struggling, while supporting the learning of all students.

Our Network Support ESL Instructional Compliance Specialist, along with the OELL offers Professional Development opportunities to all teachers who work with ELLs. All licensed classroom teachers, service providers and paraprofessionals attend staff conferences and other professional development opportunities offered in and outside of the school building to ensure that they will able to provide support to assist all of our ELL students as they transition from one proficiency level to another. In addition to teaching our ELL population, our certified ESL teachers will provide in-school staff development and support for common-branch and special education classroom teachers, occupational/speech therapist and paraprofessionals regarding ESL methodologies and strategies, with an emphasis on the importance of providing ELLs with background knowledge and scaffolds to support their academic language proficiency needed to help ELLs grow and progress towards meeting Common Core State Standards. Another goal is to provide P.S 127 staff members with an understanding of the stages and process of language acquisition, along with the various cultural and native language transfer factors that can impact the process.

ESL teachers will participate in an upcoming webinar: ELLs and Common Core Academic Standards: Successful Strategies for the Content Classroom, presented by Ron Rohac. This presentation will offer practical tools for educators to address the Common Core State Standards' emphasis on literacy skills. It will teach reading strategies and vocabulary-building activities in core subjects like science, mathematics, and language arts. These strategies will prepare English learners to meet the CCSS, college and career readiness standards, and rigorous academic work. They are based on techniques Mr. Rohac has developed and tested with considerable success. The approach is based on SIOP methodology and has been proven to enhance ELL student ability and raise assessment scores. The webinar will demonstrate sequencing lesson plans using UDL to maximize comprehension and encourage active participation for all proficiency levels.

Our pupil-personnel secretary has attended professional development workshops provided by the NYC Department of Education, which focuses on pertinent information regarding working with ELLs and their parents during the initial registration process, accessing vital information pertaining to ELLs through ATS, and the appropriate support involved in completing the Home Language Identification Survey (HLIS).

Our guidance counselors attended a professional development pertaining to a "Respect for All" anti-bullying initiative. The training touched upon several issues affecting ELL students including the need for multicultural awareness and sensitivity. One of the goals of this initiative is to help create an inclusive, welcoming school and classroom environment where children of all backgrounds can thrive.

Our guidance couselors provide continuous support to all our students including the ELL population. They assist all certified common-branch and special education teachers and service providers of ELLs in fifth grade in supporting and easing the students' transition into middle school. During the months of May and June, fifth grade teachers and guidance counselors collaboratively plan open discussions with fifth grade students to address their concerns and expectations of entering a new school enviroment. They receive pamphlets that further explain what to expect in middle school, as well as organizational checklists to help students begin to think about study habits. Also, teachers and guidance counselors escort and supervise intervisitations of neighboring middle schools, so that the students become familiar with the different school atmosphere. Students are also invited to participate in an "I LOVE ME" assembly presented by the middle school they will attend, where students recive further information on the specific school's policies and expectations.

As mentioned above, our common-branch/special education classroom teachers, service providers and paraprofessionals attend staff developments in and outside of our school building to ensure that they will be able to assist our ELLs in all academic areas, and to

ensure that a minimum of 7.5 hours of ELL training has been met for our teaching staff members who are not licensed ESL teachers. In addition, classroom and special education teachers who have participated in professional development workshops that touched upon the needs of our ELL population have also conducted turn-key staff development during staff conferences. A professional development schedule is maintained by our administration and our school staff is required to sign in at all conferences to verify attendance.

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?

Our Parent coordinator is an important member of our school community. She works alongside with the Parent Teacher Association, and other staff members to create an atmosphere that is welcoming to all parents. She coordinates parent workshops , and collaborates with the PTA and staff on school events such as Family Fridays (parents are invited first Friday of each month into their child's classroom to assist in classroom activities), Movie Night, School Flea Market and plant sales, all of which invitations to volunteer are extended to all parents , including parents of ELL's . Parents are invited to participate in our Cup of Coffee and Scoop of Info meeting, (once a month) , where the administrators and the parent coordinator meet with parents in a friendly atmosphere with an open question /answer session, to clarify any issues, upcoming events. In addition, our parent coordinator addresses parent questions and concern on a daily basis.

We firmly believe that when schools and families work together to support learning, that parental involvement can have great impact on the performance and achievement of students. The school administration and parent coordinator review the responses on the parent questionnaire and suggestions placed in the suggestion box throughout the year to address specific parental concerns and needs. The P.S 127 staff collaborates to help create an enriching and supportive environment for students and parents, with the dedication to help meet the individual needs of our diverse population of students. Parents of our newly enrolled ELL's are invited to the mandated ESL Parent Orientation meeting where they are informed of the three prgram models available in NYC. During this meeting as well at Parent Teacher Meetings, if necassary, we utlize the over the phone Translation and Interpretation services, as well as staff members with common home language to translate imperatiuve information to parents. In addition, all letters and forms regarding ELL's distributed to parents : Parent Survey and Program selection forms, parent brochures, Entitlement/ non-entitlment letters,as well as the orientation videos, are presented in their home language.

Currently, we have not sought resources from outside agencies or Community Based organizations to provide workshops or services to ELL parents. Our PTA utilizes Title I funds to organize parent workshops within our school that fosters parental communication and involvment. Some workshops we have organized are: Understanding the Common Core state standards, Go! Math online Math Academy parent resources.

Our school makes every effort to ensure that parent's needs are met. Parents are welcome to place suggestions in our Suggestion box located in the main office. Parents are invited to volunteer in the Learning Leaders Program, which provides tutoring for our students, including our Ells, who need further academic support. The Learning Leaders program trains many ELL and bilingual parents to work with our students and has become a great vehicle to actively involve parents in the learning process and in our school.

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: P.S 127		**School DBN:** 20K127	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Agatha Alicandro	Principal		
Kerry Quaglione	Assistant Principal		
Rosann Vento	Parent Coordinator		
Caroline Nicolosi	ESL Teacher		
Shoshana Urbina	Parent		
Nedaa Dari/ESL Teacher	Teacher/Subject Area		
	Teacher/Subject Area		
Toni Ann Laudicina	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Katherine Roumeliotis	Other Data Specialist		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K127 **School Name:** P.S.127

Cluster: 602 **Network:** CFN

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.

Our school annually runs the Report of Student Ethnic Census (RSEC) ethnic survey which reflects the percentage of each ethnicity within all of our classrooms. Upon initial registration, all parents enrolling their children in our school must complete a Home Language Identification Survey (HLIS) to determine their child's dominant language.The revised HLIS now includes a section to help determine parental language preference when receiving written or oral information from our school. Additionally, we review several ATS reports such as the Home Language Aggregation Report and Place of Birth Report to accurately determine our parents' interpretational needs.

To ensure that all our parents are provided with appropriate and timely information in a language they can understand, our school website provides imperative information about upcoming school events, test dates that are instantly translated into all major languages. Our school website is updated by our parent coordinator daily. Also, our website gives parents access to class web pages that provide parents with classroom assignments, upcoming events, assemblies and trips. Class web pages are also instantly translated into all our major language groups.

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.

After reviewing the parent responses to the Home Language Surveys, our findings reveal that a small percentage of parents request translation in their primary language. In cases when parents request oral interpretation or written translation, our parent coordinator uses the necessary resources to communicate with parents (i.e. NYC DOE Translation and Interpretation Unit, parent volunteers, teachers). The findings of the school's written translation and oral interpretation needs are reported to open PTA General and Executive Board Meetings and School Leadership Team 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.

Teachers, administrators and the PTA communications for parents are sent to the DOE Translation and Interpretation Unit to be translated into all major home languages needed in the school. Also, staff members and parent volunteers are available to assist in translating parent notices fluent in other languages.We also use parent notifications forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them. Our school website provides parents with beneficial information for parents, staff and students about school events, state tests, and other important news. The website is updated on a daily basis and is instantly translated in all of our major language groups. Staff members and parent volunteers are available to translate

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.

During Parent Teacher Conferences,parent volunteers and in-house staff members assist with oral translation needs. Also if needed, we will utilize the DOE over-the-phone Translation/Interpretation services. We enlist bilingual staff members for translation services during general parent/teacher, parent/principal or other pertinent meetings with parents.

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

P.S.127 posts notices regarding the availability of translation and interpretation services at the main entrance of our school. Upon enrollment, In compliance with Section VII of Chancellor's Regulations A-663 reguarding parental notification requirements for translation and interpretation services, parents are provided with the Bill of Parent Rights and Responsibilities, which highlights their rights to receive such services and how to obtain them.The 2013-2014 School Saftey Plan will identify procedures to ensure that language barriers will not interfere with limited or non English speaking parents contacting the school's administrartive office in case of an emergency. In the event that a parent or visitor does not speak English,the School Saftey Agent or staff member will attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the School Saftey Agent or staff member will escort the individual to the main office, where a school representative will contact the DOE's Translation and Interpretation Services Unit to request telephone translation. Parents will also be informed of the availabilty of the Department of Education's website for further information.