

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP) UPDATED FOR 2014-15

School Name: PS 128 THE BENSONHURST SCHOOL
DBN (i.e. 01M001): 21K128
Principal: JESSICA DRZEWUCKI
Principal Email: JDRZEWUCKI@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: LISA GIGOUX

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
Jessica Drzewucki	*Principal or Designee	
Catherine Downey	*UFT Chapter Leader or Designee	
Melissa Katz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jacqueline Tierno	Member/ Teacher	
Nicole Anastasio	Member/ Teacher	
Anna Lawler	Member/ Teacher	
Eliza Yusufov	Member/ Parent	
Dyana Duncan	Member/ Parent	
Huiling Chan	Member/ Parent	
Fifi Feratovic	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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, 90% of students at P.S 128 will feel that they are safe and supported at school.

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.

A school-wide survey was conducted, asking students questions about their safety and support at P.S. 128. The results indicated that 81% of students in grades kindergarten through fifth feel safe and supported at P.S.128.

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

- The school partners with FDNY and other safety organizations to bring programming into the school in order to teach children how to stay safe.
- A cyber-bullying curriculum is conducted during Media Literacy Periods.
- The school presents Respect for All activities, highlighting the 6 Pillars of Good Character.
- A Lunch Time Incentive Program is put into place.
- Peer Tutoring will be available during lunch as well.
- RTI and PPT teams meet regularly to discuss at risk children and intervene appropriately. Student Government meets regularly to voice student concerns and make decisions about school programming.

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

- Safety Liaison
- Administration
- School Staff
- Student Government

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

- A school survey will be conducted at the half way point to see if students' opinions have changed.

Timeline for implementation and completion including start and end dates

- November 2014-June 2015

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

- Schedule Safety Liaison with a professional period to work on PBIS.
- Schedule Student Activities Coordinator with a professional period to work on positive activities.
- Schedule Student Activities Coordinator with altered lunch periods once per month to work with Student Government.
- Schedule members of RTI and PPT teams to meet regularly.
- Classroom teachers are scheduled for three to five common preparation periods per week and a professional period, by grade, to meet for collaborative planning, articulation, student case study, and looking at student work.

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).

- PS 128 will hold monthly workshops, PTA meetings, and School Leadership Team meetings to provide an opportunity for parents to become informed.

- A Parent Coordinator will also provide parent involvement activities, in addition to the above, based upon parent surveys, to meet the community's needs.
- Parents will be provided with timely information on programs, workshops, events and meetings.

Budget and Resource Alignment

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

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

As a Title I Schoolwide Program Conceptual Consolidated school, we will combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2014-June 2015 as indicated below:

- Full time IEP teacher/Special Education Coordinator
- 2 certified full-time ESL teachers
- RTI Math full-time teacher
- RTI ELA/Student Activities (including student government) full-time teacher
- RTI F-status part time teacher
- Multiple arts, STEM, and literacy residencies
- Safety programming
- SETSS Teacher
- Part time Coach to assist general education and special education classroom teachers
- Parent Coordinator to provide parent workshops
- Support through CFN 605
- Assistant Principal
- Principal

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, 70% of all students in Kindergarten through 5th grade will score at least 20 rubric points for the end of year task of the NYC Performance Written Assessment. This translates to an approximate 70% score on the assessment.

Comprehensive Needs Assessment

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

- This goal was created based on the CEP Goal last year that was not met (59% of our students met this goal in 2013-2014) and the 2013-2014 ELA Test, where there was a 6.1% increase. The priority is for teachers to focus on the Writing Process, prioritizing non-fiction texts for all students, with particular focus on ELLs and SWD.

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

- Teachers will use rubrics with students to model proficient responses.

- Teachers will scaffold activities to incorporate flexibility into instructional methods and materials as a way to accommodate every student in the classroom.
- Teachers will support SWDs by providing the same information planned using a U.D.L approach.
- Teachers will use scaffolds, including previewing content area vocabulary and building background knowledge, in order to engage ELLs as they prepare for the final performance task.
- Teachers will work collaboratively to develop lessons that incorporate written skills needed for providing evidence from text sources to support arguments.
- Teachers will utilize ARIS Common Core Library for resources and support.
- Professional Development will be provided on an ongoing basis to grow teachers' proficiency in literacy instruction.

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

- RTI ELA Teachers
- 2 ELL Teachers
- Administration, CFN, Coach and teachers (will provide professional development at faculty conferences, grade meetings, Lunch and Learns and Professional Development days)
- Administration, Coach and lead teachers (will collect samples of student work in this area throughout the year)
- Administration, Coach lead teachers and CFN (will provide professional development in developing rubrics aligned to CCSS)

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

- Teachers will provide timely feedback to students in assessment of their written arguments and will score interim assessments.
- DRA Assessments will be conducted three times throughout the school year.

Timeline for implementation and completion including start and end dates

- September 2014 – June 2015

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

- Schedule all K-5 classes with at least a 90 minute block Readers/Writers workshop and Word Work each day.
- Schedule all K-5 classes with at least 90 minutes of Media Literacy per week.
- Schedule most teachers, grades K-5, for push in periods to provide AIS services to struggling students.
- Classroom teachers are scheduled for three to five common preparation periods per week and a professional period, by grade, to meet for collaborative planning, articulation, and looking at student work.
- Teachers will meet during common preps, professional periods, and after school (pending funding) to develop rubrics to assess the use of evidence from text sources to support their response.
- CFN 605 Achievement Coach will provide one on one support to teachers.
- Inquiry sessions, led by a trained teacher team, will take place every other week as part of the Monday 80 minute professional development.
- Midyear planning days will be provided, (pending funding).

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).

- PS 128 will hold monthly workshops, including but not limited to: Introduction to the NY State Test format and rigor in ELA, Book of the Month, DOK and CCLS, promotion criteria, PTA meetings, Math Strategies, and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs.
- A Parent Coordinator will also provide parent involvement activities, in addition to the above, based upon parent surveys, to meet the community's needs.
- Parents will be provided with timely information on programs, workshops, events and meetings.
- Notices will be translated into multiple languages.
- Translators will be provided to aid in communicating important information at meetings, workshops, activities, and conferences.

- The school website will be updated monthly – main page and teacher pages – in order to inform parents of the next month’s curriculum foci, key dates, and how parents can partner with teachers to help their children at home.

Budget and Resource Alignment

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

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

As a Title I Schoolwide Program Conceptual Consolidated school, we will combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2014-June 2015 as indicated below:

- 2 certified full-time ESL teachers
- RTI Math full-time teacher
- RTI ELA full-time teacher
- RTI Fstatus part time teacher
- SETSS Teacher
- Data specialist
- IEP Teacher
- Title III after school program to serve ELLS
- Coach/Mentor for ongoing professional development
- Title I 1% Parent Involvement funds - OTPS
- Parent coordinator to provide parent workshops
- Per-session for Inquiry Lead teachers
- Family Assistant
- Support through CFN 605
- Assistant Principal
- Principal

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, 100% of classroom teachers, support teachers, and paraprofessionals will participate in regular collaborative Inquiry, focusing on non-fiction writing, and participate in at least one other professional learning team.

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.

This goal was created based on the literacy CEP Goal last year that was not met and the 2013-2014 ELA Test, where we saw a 6.1% increase. Teachers also analyzed their classroom data, and the Inquiry lead teachers analyzed the school’s MoSL.

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

- Monday afternoons will be used for inquiry sessions, and for professional learning, to support the implementation of effective practice.
- Teacher teams will create tasks aligned to the Common Core Standards that encourage open ended responses, and they will teach students how to take a stand and support their claims.
- Teacher teams will share effective practices and strategies on an ongoing basis in order to impact instruction and increase student performance in their areas of focus.
- Teachers will articulate their progress through inquiry meetings and carefully tracked data.
- Students will engage in rich discussion and questioning in all content areas (Science, Social Studies, Arts, and Math) and in response to the Book of the Month initiative.
- Research through professional development sessions, handouts or via email, from administration, coach, lead teachers, ARIS Common Core Standards Library, and CFN 605 website will support teachers in their process.
- Teacher independent learning on ARIS Learn based on their professional goals will be implemented.
- Materials will be available in a central location (teacher’s resource center) to be borrowed for support in inquiry study.

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

- Classroom Teachers
- Inquiry Team Leads
- Administration, coach, and lead teachers (will provide professional development at faculty conferences, planning periods, grade meetings, Lunch and Learns, PD days, and CFN meetings)
- Network staff (will support Administration, Data Specialist, Coach, and Inquiry Teams)

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

- Teacher teams will administer and score interim assessments in order to gauge process toward the student goal.
- Administration will monitor the professional growth of teachers throughout the inquiry process.

Timeline for implementation and completion including start and end dates

- October 2014-June 2015

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

- Schedule all classroom teachers to have 2-4 collaborative inquiry periods per month in addition to their professional and common preparation periods, to meet for collaborative planning, articulation, data analysis and reflection.
- Inquiry lead teachers will meet weekly.

Strategies to Increase Parental Involvement

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

- Parents will be informed, through classroom teacher communications, of skills they can practice with their children at home in order to aid in the development of the skills on which the inquiry work will focus.

Budget and Resource Alignment

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

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

As a Title I Schoolwide Program Conceptual Consolidated school, we will combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below:

- Funds for per diem days for midyear or June planning for grades to develop units of study and culminating performance tasks in ELA

- Per-session monies to support Inquiry Lead teachers
- Funds used to hire substitute teachers to cover teacher going to off-site professional development sessions.
- Support through CFN 605
- Coach/Mentor
- Assistant Principal
- Principal

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, 80% of Teacher Observations will fall within the categories of Effective and Highly Effective.

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 of October 31st, 61.5% of teacher observations fell in the Effective and Highly Effective categories, and 38.5% in Developing and Ineffective.

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

- A Friday Focus newsletter is handed out weekly by the principal, providing teachers with professional articles, in-house feedback, and resources to use in their classrooms.
- An End of Week Wrap-up box is located in the Main Office, where teachers can express concerns on an anonymous basis.
- Teachers receive regular feedback in their observations that targets their needs.
- Resources, including principal and assistant principal support, CFN achievement coach support, and on-site f-status instructional coach support are provided to teachers on a regular basis.
- Teachers receive PD, in and out of the school, to target their professional needs.

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

- Administration
- Part-time Coach
- Support from CFN 605 Achievement Coach

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

- At the mid-point, teacher observation growth will be assessed for growth.
- **Timeline for implementation and completion including start and end dates**
- September 2014-June 2015

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

- Most teachers are scheduled for push-in periods during which they observe and assist each other in delivery quality instruction.
- Collaborative planning professional periods and common preparation periods allow teachers to work collaboratively, conduct lesson study, and give one another feedback regarding planning and implementation of high quality lessons.

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.

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

As a Title I Schoolwide Program Conceptual Consolidated school, we will combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below:

- Funds used to hire substitute teachers to cover teachers going to off-site professional development sessions.
- Support through CFN 605
- Coach/Mentor, three days per week
- Assistant Principal
- Principal

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**
- **Key personnel and other resources used to implement each strategy/activity**
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- **Timeline for implementation and completion including start and end dates**
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Strategies to Increase Parental Involvement

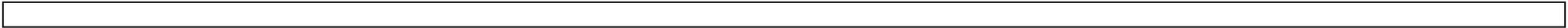
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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



Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Through the year, we will have six week cycles for the students to receive additional services in ELA, which will enable our school to be able to provide instructional support to more students. Identification of student is based on analysis of classroom assessment data and teacher recommendations. During these blocks, the students are grouped based on their levels, and based on teacher observations.	Small group or one-to-one	During the school day
Mathematics	Through the year, we will have six week cycles for the students to receive additional services in Math, which will enable our school to be able to provide instructional support to more students. Identification of student is based on analysis of classroom assessment data and teacher recommendations. During these blocks, the students are grouped based on their levels, and based on teacher observations. The ratio is no more than 10:1.	Small group or one-to-one	During the school day
Science	Infused into the ELA Academic Services	Small group or one-to-one	During the school day
Social Studies	Infused into the ELA Academic Services	Small group or one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are given support in understanding their current academic learning needs and provided appropriate	Small group or one-to-one	During the school day

	<p>referrals to intervention services. Students are given social and emotional support through weekly meetings in small groups. A social worker is provided on a case-by-case basis. Students are given health services as provided by the school, and at-risk-health services are provided on a case-by-case basis</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

The principal works with the network Human Resource specialist to recruit highly qualified candidates. Once hired, our collaborative team of administrators and teachers works closely to transition new staff to our school. Required mentoring, as well as additional coaching services, are provided in-house. P.S. 128 strives to remain a highly collaborative and caring environment.

The principal, a trained literacy coach, the Data Specialist, lead teachers, and CFN network specialists will provide on-going high quality professional development aligned with Common Core State Standards. Ongoing training will be provided to all teachers. Funding permitted, professional books will be purchased and made available as resource materials. Teachers will be empowered to write their own individual professional growth goals and actively participate in their own learning through the use of ARIS Learn, and through collaboration within the school building. Teacher teams will be supported and encouraged as they plan, create curriculum, and study strategies of questioning and discussion methods through inquiry. Teachers will be supported to lead professional development sessions in their areas of expertise and in areas in which they wish to grow.

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).

- Funds will be used to provide on-site professional development as well as substitutes for teachers to attend off-site professional development.
- Professional development will be given on the eight evaluated Danielson components of effective teaching, as well as on particular areas of P.S.128 focus such as social studies pedagogy, strategies to use with ELLs, and co-teaching.
- Per Diem substitute money will be used for grade-specific and vertical planning days to work on curriculum development.
- "Lunch and Learns," will be utilized for professional development.
- Regular (weekly, pending the coach's schedule) full day support visits from CFN 605 will target struggling teachers and provide one on one mentoring.

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.).

- The status of STH is regularly being evaluated in order to determine if we have a need for programming. At this time, we do not.

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.).

- Aligned curriculum
- Pre-K teacher involved in all school PD sessions
- Pre-K social worker one day/week
- Joint Pre-K/Schoolwide parent workshops
- Pre-K involvement with schoolwide events and activities (e.g. Book of the Month, Literary Character Day, etc.)

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers participate in decisions around the use and selection of multiple assessment measures through serving on the MoSL committee, serving on the PD team, participating in teacher-led inquiry teams, and leading peer workshops to turnkey curricular and assessment information gathered from outside PD sessions and created internally. Grade team leaders work together to make decisions around assessment calendars and professional development needs, and serve as liaison learners in partnership with our external support systems.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**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)

PS 128 agrees to implement the following statutory requirements:

1. The school will plan programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities, and procedures will be planned and carried out with meaningful consultation with parents of all children as we are a SWP Title I school.
2. The school will ensure that the required school-level Parental Involvement Policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a School-Parent Compact consistent with section 1118(d) of the ESEA.
3. The school will incorporate this Parental Involvement Policy into its School Improvement Plan.
4. In carrying out the Title I Part A parental involvement requirements, to the extent feasible, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Parents will be provided with information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats, upon request, in a language parents understand.
5. The parents of children served in SWP Title I Part A programs, will be involved in decision-making about how the 1% of Title I Part A funds, reserved for parental involvement, is spent.
6. The school will use the following definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including that:

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's education.
- Parents are included in decision-making and on advisory committees and the carrying out of other activities, such as those described in section 1118 of the ESEA.
- At PS 128 the Title I annual parent meeting will be held in October at the first PTA meeting

7. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components.

1. PS 128 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - An annual introductory meeting for all parents to meet the parent coordinator, family assistants, and support personnel.
 - Contact information will be provided so that all parents can avail themselves at anytime by cell phone of the services of the parent coordinator.
 - Translated notices, together with an outreach program, will engage parents in their children's education.
 - A voluntary email distribution list will be coordinated so that the principal and parent coordinator can send out email communiqués, in addition to the paper communiqués.
2. PS 128 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will be involved in planning, reviewing and improving the SWP and parents involvement program.
 - Parents will be provided with timely information on programs, workshops, events and meetings.
 - PS 128 will provide the necessary coordination, technical assistance, and other support for planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - PS 128 will hold monthly workshops, bimonthly PTA meetings, and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs.
3. PS 128 will coordinate and integrate Title I parental involvement strategies by consultation with the SWP Title I PTA sub-committee.
4. PS 128 will use the 1% Title I Schoolwide Program funds to include workshops for parents on curriculum, Book of the Month, homework help, discipline/stress management, Parent ARIS link, nutrition, etc. and for the purchase of appropriate supplies.
5. A coordinating effort will be made by PS 128 and the parents, to evaluate the content and effectiveness of this Parent Involvement Policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school will use the findings of the evaluation about its Parent Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, its Parent Involvement Policy. The success of the Parent Involvement Policy will be continually assessed through surveys, agendas, attendance at meetings and school functions, together with parent teacher conferences and other school events.
6. PS 128 will build the school's and parents' capacity to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement.

A. The school will provide assistance to parents to help them understand topics such as the following:

- The State’s academic content standards
- The State’s student academic achievement standards
- The State’s and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress.
- How to work with educators, i.e., workshops, conferences, classes. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement. The school will also provide technology training to foster parent involvement by teaching them how to access and to look at the DOE website for statistics such as the Learning Environment Survey, School Progress Report, and Quality Review Report. Parents will also be trained in how to access ARIS.

B. The School Leadership Team will encourage teachers, pupil services personnel and other staff, in how to reach out to, communicate with, and work with parents as equal partners.

C. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and in a language the parents can understand (i.e. Spanish, Arabic, Urdu, Chinese and Russian).

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times and conducting in-home conferences
- Adopting and implementing model approaches to improving parental involvement
- Developing appropriate roles for community-based organizations and businesses
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in SWP/Title I conceptually consolidated program, as evidenced by PS 128 School Leadership Team bylaws. This policy was adopted by the P.S.128 SLT on September 18, 2014 and will be in effect for the period of one year. The school will make this policy available to all parents of participating SWP/Title I children on or before November 2014.

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

School Responsibilities

P.S. 128 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - By creating a supportive environment for teachers using mentors, buddy teachers, and other senior staff members.
 - By offering workshops and high quality professional development for teachers to enhance and develop their teaching capabilities, aligned to the Common Core State Standards
2. Hold parent-teacher conferences to discuss curriculum and student achievement by:
 - Conferences will be held four times a year: September, November, March, and May
 - Providing parents reports on their children's progress three times a year.
 - Providing interim progress reports
 - Providing parents with parent learning outcome reports
 - Providing, when appropriate, I.E.P. progress goals at the Annual Review Meeting.
3. P.S. 128 will create an environment of open communication between parents and school staff with frequent reports on an on-going as-needed basis to inform them of the curriculum and their children's progress.
4. The staff will be available, as their schedule permits, for consultation with parents during preparation periods, before and after school, and for communication with parents by telephone.
5. Parents will have opportunities to volunteer and to observe classroom activities during Grade Teas, Open School Days, Dance Festival, Publishing Parties, and during other school events.
6. P.S. 128 will have monthly School Leadership Team Meetings, P.T.A Meetings, and monthly workshops to provide a hands-on opportunity for parents to become involved in the planning, review and improvement of SWP Programs and becoming informed about standardized tests and assessments in an organized, ongoing, and timely way.
7. Parents will be involved in the joint development of any Schoolwide Program plan in an organized, on-going, and timely way. Increased parent involvement at workshops and meetings will help support students' learning at home, and provide opportunities for parents to benefit as participants in decision-making activities.

8. Provide parents of participating children information in a timely manner about Title I Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
9. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
10. Provide to each parent an individual student report about the performance of their child on the State assessments in ELA, math, science, and social studies.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
12. Provide to parents a copy of the Parent Compact in an understandable and uniform format, including alternative formats upon request and in a language the parents can understand (i.e. Spanish, Arabic, Urdu, Chinese and Russian)

Parent Responsibilities

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

- Making sure that homework is completed.
- Monitoring the amount of television our children watch.
- Monitoring attendance and lateness.
- Volunteering within the school community.
- Participating, as appropriate, in decisions relating to my children's education.
- Attend extra-curricular activities, such as, parent workshops and student performances.
- Taking part in the Learning Environment Survey.
- Attend parent conferences (i.e., PTC, PHO, IEP, etc.).
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as needed.
- Serving, to the extent possible, on policy advisory groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. We will:

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day when not in school.
- Bring home all notices and information received from school every day.
- Work hard to meet and exceed the standards and always be kind to one another.

•
DBN: 21K128

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$302,532.12	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		X	See action plan
Title III, Part A	Federal	\$16,652.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,389,833.00	X	See action plan

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

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 Bensonhurst School	DBN: 21K128
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

Rational: We will be focusing on all of our 2nd -5th grade ELLs (B, I, A). The program will focus on literacy skills and content area learning with support from the Common Core State Standards to differentiate instruction.

Subgroups and grade levels to be served: 2nd - 5th Grade ELLs (B, I, A). Students will be grouped as follows 2/3 ELLs and 4/5 ELLs. Each group will rotate between each teacher to ensure that all students are instructed by the ESL teacher during the program.

Schedule and Duration: The program will meet once a week (Wednesday, 2:25-4:25).
(35 sessions, 2hrs each)

Language of Instruction: English

and types of certified teachers: 2 teachers will provide instruction. It will be a cooperative teaching program where a certified ESL teacher and a certified common branch/content specialty teacher provide English instruction together. There will be two groups and they will flip flop for half the time with the ESL teacher and half the time with the Common Branch/Specialty teacher.

An administrator will also be in the school building during the program because there is only one DOE program running in the building at the time. The administrator will ensure the program content meets the needs of all students.

Types of Materials:

Rigby "On Our Way to English" will be used for instruction, as it is a research based program that consists of various content subject areas. It includes materials of different modalities to fit all learning styles.

We also plan on using other supplemental materials (that our school already has) in order to meet the needs of 3-5 grade beningers, in the case that the program becomes available to them.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Rational: Content area instruction is stressed in the ESL classroom to help that all students meet the Common Core State Standards. On a regular basis the ESL teachers articulate and collaborate with classroom teachers to support ELLs.

Teachers to Receive Training:

All teachers receive professional development on how to improve ELL instruction. Teachers will be given professional books during lunch and learns to study, help support ELLs in the classroom, and build their professional library. Titles of professional books to be ordered are as follows: "Crunchtime"- Advanced Educational Pro, "English-Only Teachers in Mixed Language Classrooms"- GI Group, Inc., and "Teaching Reading in Multilingual Classrooms"- GI Group, Inc.

Certified ESL teachers are sent to network professional development through out the year to keep up with ESL strategies and will be using various professional books to help improve instruction. Professional book titles to be ordered are as follows: "School Approaches to Education ELLs"- Advanced Education Pro and "ESL/ELL Teacher's Survival Guide"- GI Group, Inc.

ESL teacher Professional Development for 2014-2015 is ongoing: 1st meeting- October 21, 2014 Professional Development opportunities/meetings for ESL teachers will be updated as the year progresses.

New teachers receive 7.5-10 hours of ESL training through lunch and learns during the school year.

Schedule and Duration & Topics To Be Covered:

October 29th 2014 (11:05-11:45)- Supporting Newcomers and ESL data

November 25th 2014 (11:05-11:45)- Strategies for ELLs

December 16th 2014 (11:05-11:45)- Incorporating Technology in ESL

January 27th 2015 (11:05-11:45)- Content Area Theme Units (Rigby and Ladders)

February 24th 2015 (11:05-11:45)- Getting Ready for NYSESLAT

March 31st 2015 (11:05-11:45)- Differentiating Poetry for ELLs

April 28th 2015 (11:05-11:45)- Skills for Adapting Content Vocabulary

May 26th 2015 (11:05-11:45)- ESL Summer Family Activities

Name of Provider:

Part C: Professional Development

The ESL teachers, Anya Kornacka and Sara Vuono lead the 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:

Rational: The Parent Coordinator, Mrs. Montemurro works with the ESL teachers to schedule ESL Parent Workshops that support learning at home. We will be having a mid-year, "Parent International Breakfast" where parents can get to know each other and build relationships in our school community. We plan to provide parents the opportunity to attend free adult English classes as we partner with an outside agency.

Schedule & Duration and Topics to be Covered:

November 6, 2014 (8:30-9:30)- Workshop (Auditorium): Strategies for Helping at Home; Guest Speaker
 February (Date TBD) (8:30-9:30)- Workshop (Auditorium): "ESL in Action"- Powerpoint presentation; Guest Speaker

March (Date TBD) (8:45-9:45)- Parent International Breakfast (Cafeteria)

April (Date TBD) (8:30-9:30)- Workshop (Auditorium): Getting Ready for the NYSESLAT; Guest Speaker
 Name of Provider:

The Parent Coordinator, Mrs. Montemurro and and ESL teachers, Anya Kornacka and SaraVuono will host all ESL Parent Workshops and other activites.

How Parents Will Be Notified of These Activities:

Parents are notified by translated fliers that are sent home with students. There is also a parent bulletin board in the main lobby which posts information for all parents.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 128
School Name The Bensonhurst School		

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

Principal Jessica Drzewucki	Assistant Principal Jayne Perlman
Coach Patricia Guarneri	Coach type here
ESL Teacher Sara Vuono	Guidance Counselor type here
Teacher/Subject Area Jackie Tierno/AIS teacher	Parent
Teacher/Subject Area Diane Savino/ IEP teacher	Parent Coordinator RoseAnn Montemurro
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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	409	Total number of ELLs	134	ELLs as share of total student population (%)	32.76%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	123	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	123		13	11		5	0	0	0	134

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	123	0	13	11	0	5	0	0	0	134
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	1		5	4								18
Chinese	6	12	9	3	4	2								36
Russian	9	5	6	5	4	2								31
Bengali														0
Urdu	1		2	1	3									7
Arabic	3	3	3	1	2	4								16
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		2												2
Other	3	5	5	6	3	2								24
TOTAL	27	30	26	16	21	14	0	134						

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)	12	6	9	3	7	4								41
Intermediate(I)	6	10	5	4	6	4								35
Advanced (A)	9	14	12	9	8	6								58
Total	27	30	26	16	21	14	0	134						

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	5	14	1	0	!Und
4	4	4	0	0	
5	13	2	2	1	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		15	1	2	1	0		
4		2	2			4	1	1	
5	8		5	2	4		0		
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		5	2	1		
8									

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
DRA is the assessment tool used to assess the early literacy skills of all students including our ELL students. Monitoring for Results, which is based on Fountas and Pinnell levels are collected four times a year. This data is analyzed. We ensure that students, who are at risk get extra support. The DRA results and writing samples are collected and analyzed to target deficiencies and plan for next steps using

research based programs.

A review of the Spring 2013 DRA results for Grades K-2 indicates a need for academic intervention, as well as, additional support for English Language Learners. The data shows that in Kindergarten 23 out of 27 students read below the grade level, while 3 read on the grade level and 1 exceeds the grade level. In Grade 1, out of 30 ELLs, 14 read below grade level, 9 are approaching, and 7 exceed the grade level. In Grade 2, out of 26 students, 22 students read below the grade level, while 4 are approaching the grade level. The DRA data illustrates that the majority of K-2 English Language Learners reads below their grade level. The academic intervention should include rigorous attention to sight words, vocabulary building activities, fluency, as well as, providing students with additional reading strategies. We will also reach out to the parents of ELLs to include them in the intervention process, so they can make sure that students are completing their homework assignments and logging the correct times into their reading logs.

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

An analysis of the Lab-R shows that the majority of the students, who took the Lab-R were in Kindergarten. Those, students scored predominantly on the Beginning level. These students will need scaffolding for comprehension, vocabulary development, and hands on instruction to aid comprehension, as well as language acquisition.

Analysis of 2013 NYSESLAT scores in Grades 1-5 for All Students shows:

Grade 1 –

0 students tested out.

25 students were tested for the first time

17 students went up at least 1 level

8 students remained on the same level

Summary: 17/26 students met their AMOs for ESL. They need comprehension strategies, writing instruction, and academic vocabulary.

Grade 2 -

5 students tested out

5 students were tested for the first time

18 students went up at least 1 level:

3 students remained on the same level

Summary: 21/24 students met their AMOs for ESL. They need comprehension strategies, writing instruction, and vocabulary development.

Grade 3 –

10 students tested out.

3 students were tested for the first time.

11 students went up at least 1 level

6 students remained on the same level

Summary: 11/20 students met their AMO's for ESL. This group needs academic language, guided reading strategies and fluency in order for ELLs to meet the Common Core State Standards.

Grade 4 –

2 students tested out

3 students were tested for the first time

5 students went up at least 1 level

8 students remained on the same level

Summary: 5/15 students met their AMOs for ESL. This group needs comprehension strategies and writing instruction. Their needs will be addressed with the Rigby guided reading and writing strands of the balanced literacy program, as well as Common Core aligned materials and programs.

Grade 5

1 student tested out

6 students were tested for the first time

4 students went up at least one level

7 students remained on the same level

Summary: 6/18 students made their AMO for ESL. Our Fifth Graders needs reading and writing strategies and support.

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 [AMAOC tool](#))
- The NYSESLAT combined bodality data in RNMR is not available as of December 2012.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Our English Language Learners, who are new to the country and have already developed proficiency in their native language are able to score higher on the standardized test when they choose to attempt the test in their native language. Younger students, who are new to the country and whose native langugae skills have not yet been fully developed, choose to attempt the test in English and score lower than the students, who are fluent in their native language. The higher the proficiency in the students' native language, the higher the students are able to score if they choose to attempt the standardized test in their native language. Our data illustrates that only one third grader attempted to take the test in the native language and scored moderately higher than the majority of the students on the grade level, who chose to take the test in English. Furthermore, in Grade 4, five students attempted the test in their native language and scored significantly higher than the students, who chose to take the test in English. In Grade 5, two English Language Learners attempted the test in their native language and scored moderately higher than students, who chose to take the test in English. Therefore, students, who attempt the test in their native language may score from moderately to significantly higher than students, who attempt the test in English.
- b. The Instructional team looked at the periodic assessments (ELL and Acuity) and we saw that our ELLS performed poorly on inference skills and constructed response. We have made constructed response a school wide initiative. Inference skills are taught on every grade level as part of our reading program.
- c. The school administration, School Leadership Team, and teaching staff use the periodic assessment to drive and differentiate instruction based on needs. The ELL Periodic Assessments are only given in English. The students' native language is supported in a variety of ways, i.e. students have access to native language dictionaries, English-native language glossaries, and an assortment of books in their native language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- ELLs that are refered to the RTI team for Tier 2 invervention are assessed and monitored over a period of 6 weeks using a research based program. If ELLs do not show improvement during that time period another strategy or program is implemented. If there is not sufficient improvement students are then refered to the RTI team for Tier 3 intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- The development of a child's second language is considered during planning as we differentiate instruction for ELLs. During ESL content lessons we will build background information, connect prior knowledge, focus on vocabulary in context, utilize hands on activities and visual aides. We teach different reading strategies and have students work in small mixed abilitygroups.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- P.S. 128 does not currently have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- In order to evaluate the success of our programs for ELLs we, anaylze ELL periodic assesments, review monitoring for progress (DRA) results, and use informal teacher observations. We analyzed student progress using NYSESLAT scores to verify if students met their AYP.

Part IV: ELL Identification Process

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

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

When families come to PS 128 to register their child, a Licensed ESL Teacher, or another trained pedagogue, administers the Home Language Identification Survey. An informal interview with the parents and child in English and their native language, if possible, is also conducted. We have several in-house interpreters, who assist in translation when called upon. The in-take team consists of Mrs. Vuono, ESL Teacher, Mrs. Tierno, AIS Teacher, Ms. Diane Savino, IEP Teacher, and Ms. Nancy Lui, Social Worker (Chinese Interpreter, who assists a licensed teaching pedagogue when necessary), all of whom are trained in interviewing new admits. We also use the translation unit, if needed. All kindergarten parents/students need to fill out a new Home Language Identification Survey. Based on the responses to the HLIS, new entrants were administered the LAB-R exam by the ESL teachers to determine eligibility for ESL services. If the parents indicate that a language other than English is spoken by marking at least one item in Section One and at least two items in Section Two, their child is administered the LABR. The testing of eligible students needs to take place within ten days of admission. If a Spanish speaking student scores below proficiency on the Lab-R, the Spanish Lab needs to be administered. In addition, the HLIS are reviewed to determine students' previous schooling, their native language literacy skills and whether they could be identified as SIFE.
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.

If a child scores below proficiency, on the Lab-R, a letter is sent home inviting the parents to attend an ELL orientation workshop where they watch a video about the different programs available. The Orientation Sessions are facilitated by our licensed ESL Teacher and Parent Coordinator. Parents have a choice to watch the video in their native language and/or English. The Parent Orientation is scheduled within the first ten days of admission. A brochure summarizing the different programs is also given to parents in their native language. Translators and the use of the translation unit help parents with any questions they may have. The Parent Selection forms are usually collected at the end of the meeting. If a parent could not attend an orientation, invitations to subsequent orientations are sent. Phone calls are also made to schedule additional Orientation Sessions. In case the parent was unable to attend, we backpack the form into the Communication Folder for the parent's review. As we receive our Program Selection forms back, the parent choices are then entered into ATS. This happens within the first 20 days of admission. Parents choose a program based on their child's needs. The child is then placed in the program of the parent's choice. We keep a running count of how many parents select any given program. In case we cannot place a child into a parent's first choice, we inform the parent about their options. Once parents of 15 students of a common home language on one or two contiguous grade levels select dual language or transitional bilingual education program, in their native language, we will fulfill the parents' wishes by opening that specific program in our school. In addition, a copy of the parent selection forms are on file in the office. If a student scored above proficiency level on the Lab-R, a letter is sent to the parents to inform them that the child is not eligible to receive ESL support services. Additional orientation sessions are scheduled as new students are admitted to our school.
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 [\[see tool kit\]](#).)

Students who did not reach Proficiency on the Spring 2013 NYSESLAT received Continued Entitlement letters in September. This letter was sent home with the children to notify their parents that their children will continue in to receive the ESL Services. We verify that all entitlement letter are sent home by using the ESL roster as a guide. The entitlement letters that are sent home are in the family's preferred language of communication. A copy is kept on file as evidence that these letters were sent home. The Parent Selection forms are usually collected at the end of the Orientation meeting. If a parent attends an orientation and does not return the Parent Selection form we follow up with a phone call home. If no survey is returned at the end of all efforts, the default program is Transitional Bilingual Education. If a parent could not attend an orientation, invitations to subsequent orientations are sent. The parent choices are entered into ATS. A copy of the parent selection form is attached to the students' HLIS.
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.

After reviewing the ELL Parent Survey and Program Selection forms for the past few years, the trend has been the selection of a Freestanding ESL Program over any other program. The present Freestanding ESL Program at P.S. 128 is aligned with what parents have been requesting.

At this time P.S.128 does not offer a transitional bilingual program or dual language program. If either program is chosen, parents

are informed that if we have a sufficient number of parents whose children speak the same language, on two contiguous grades, requesting a Bilingual Program, we will open such program. Parents are also encouraged to speak to the parent coordinator to find an appropriate bilingual program within the district, which they may choose to transfer their child to.

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.

Prior to administering the NYSESLAT exam, we run the RLER report which identifies all students eligible to take the NYSESLAT and/or LAB R. We cross reference this report with Class Rosters and pre-slugged answer documents which are sent to the school. A record is kept as each student is administered each section of the NYSESLAT. If a student is absent during any sub test, every effort is made to administer the sub-test at a later time, during the NYSESLAT testing window.

Step 1- A letter is sent in advance to parents to inform them of the NYSESLAT assessment and provides them the dates of the assessment.

Step 2- The speaking modality is administered one on one by a teacher that does not service the student.

Step 3- The writing and reading modalities are given in small separate grade level groups. Students with IEPs are referred for all appropriate test accommodations.

Step 4- Grades K-2 have the listening modality read to them, whereas grades 3-5 listen to a CD and follow prompts.

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. 

According to our ELL Parent Selection forms, the majority of parents chose to have their children in ESL classes. This year 34 out of 41 parents chose the ESL option. Parents who requested bilingual services are offered a program within the district if available. If there are fifteen students within two contiguous grades, who speak the same language, and whose parents request bilingual services, then a transitional bilingual program will be opened and the parents would be notified.

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])?
 - a. P.S.128 provides standards-based instruction to ELLs through its pull-out ESL program in Kindergarten through Grade 5. There are 2 ESL teachers. They are fully certified and copies of their licenses are on file.
 - b. Our Freestanding English as a Second Language Program provides assistance to ELLs using the pull-out program. The students are grouped by grade in heterogeneous classes. The ESL program increases students' English language acquisition through listening, speaking, reading and writing activities, using a Balanced Literacy model and the ESL Standards. The ESL teachers provide professional development to the staff on ESL strategies using the ESL Standards and Performance Indicators, looking at them through the lens of the Common Core State Standards. Planning for students who are in the Beginner, Intermediate, or Advanced levels is ongoing. Multicultural literature will be used to break down ethnic and cultural isolation. The ESL teachers and the classroom teachers articulate and collaborate, both formally (conferencing during preps) and informally, on a regular basis to ensure that the students are progressing. Extra support is given through the Title III program, interactive dictionaries and other related materials.
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)?

Native language support is provided by peer translation, content area glossaries, and dictionaries, as well as, bilingual content area library books. P.S.128 has one full-time certified ESL Teacher and a part-time certified ESL teacher who use the pull-out model to provide ESL services to all eligible students in grades K-5.

We then looked at the data. We reviewed the 2013 NYSESLAT results and ensured that all the mandated hours were met. We reviewed the NYSESLAT results to determine the level of service for the ELLs. Students are provided with the following mandated services: Beginners and Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week and one 45 minute period of ELA instruction per day at least four times a week, for a total of 180 minutes per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

P.S. 128 provides Common Core Standards-based instruction to ELLs through its Freestanding ESL program in grades K-5. Our Freestanding ESL program provides assistance to ELLs using a pull out program. The language of instruction is English. We use differentiated instruction using the four modalities of listening, speaking, reading and writing. These skills are included in instruction on a daily basis. Based upon the findings of the National Reading Panel, ELLs are taught reading through the Balanced Literacy Approach. The Balanced Literacy approach includes reading, writing and an explicit phonics component. Each classroom has an extensive library of appropriate and appealing choices for ELLs. In addition, content area ESL instruction is incorporated into the curriculum. Rigby "On Our Way to English" includes content area theme units as well as content area guided reading books by grade level. Charts, chants, graphic organizers, vocabulary cards, shared reading, and writing all help make Common Core curriculum comprehensible. ELLs also receive AIS services. The interventions will be based upon the Items Skills Analysis of the current NYSESLAT and ELL Periodic Assessments, in order to support the specific area in need. Students are further differentiated by guided reading levels and flexible skill groups.

The ESL teacher uses each grade's curriculum map to plan for content area instruction.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As appropriate, we use bilingual staff and translators to assess students in their native language. Students have the opportunity to take NYS assessments (Math and Science) in their native language if available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

P.S. 128 uses various tools to evaluate all four modalities of English acquisition throughout the year. These tools are: ELL periodic assessments, DRA, NYSESLAT, and teacher observations.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At this time, none of our ELLs have been identified as SIFE. Services and programs such as Extended Day, Title III Afterschool Program, and AIS intervention will be made available for SIFE students if appropriate.

b. Our plan for newcomer ELLs is to combine learning social English (BICS) along with content area vocabulary through theme instruction. Concrete manipulatives, pictures, video clips, and role playing provide support in all academic areas at different entry points. Newcomers also receive an orientation tour of the school and are assigned a buddy. Classroom teachers receive a list of suggested newcomer activities. Students receive content area native language glossaries. Students are afforded the opportunity to work on computers to build language proficiency and beginning literacy skills. Newcomers also attend Extended Day where they receive small group instruction targeted to their individual needs. Since ELLs take the ELA test after one year in a US school, an emphasis is placed on reading and comprehension skills.

c. ELLs with four to six years of service receive scaffolded instruction aligned to the Common Core state standards whenever possible, to help students meet grade level curriculum. Leveled books are used in order to teach skills strategies and content area information. In order to ensure student growth, our plan for these students is to build on academic language using rigorous content based projects. Lessons are delivered to address the different modalities of learning. ELLs with 4-6 years of service attend the Extended Day program. They receive small group instruction targeted to their individual needs. They are given extended time on their state assessments and may attend FIAO program. The classroom teacher differentiates to meet the needs of the student.

d. There are no long term ELLS at this time. If there were long term ELL students our plan would be to further analyze academic weaknesses and provide differentiated instruction based upon all data available. Long term ELLs would be invited to attend our Extended Day and Title III programs.

e. Transitional students are given additional support. We ensure that they are part of our extended day program. During this program they receive small group instruction based in individual needs. These students also receive support from AIS teachers and differentiated instruction from the classroom teacher. These former ELLs are provided with testing accommodations. They receive time and a half to complete the exams for the first two years of becoming proficient.

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

Our plan for Special Needs students is for the IEP teacher to review each initial IEP and subsequent annual reviews to ensure that all mandated services are provided. If ELL-SWDs have an IEP indicating Bilingual services are needed and no bilingual class is available, then an alternate placement para will be provided until the appropriate placement is found. Concepts will be taught in their native language while ESL services are provided. Teaching is provided through scaffolding, use of visual aids, and charts to aid comprehension. Individual student data is used to target instruction based on each student's specific needs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students are grouped heterogenously by grade. ELL-SWD's are always working with their non disabled peers. All students receive differentiated instruction based on student need. Students with Disabilities attend Extended Day. The teachers use the Chancellor's Common Core Curriculum in science, social studies, and math. The students have access to technology and use a Balanced Literacy approach to ensure that reading and writing are differentiated and aligned to the Common Core State Standards for their grade. In addition concrete manipulatives, pictures, video clips, and role playing provide support in all academic areas at all entry points.

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:	0		0

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

Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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

Native Language Usage and Supports

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



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.
The intervention services offered in our school are as follows: Rtl, Extended Day, and the Title III (English) afterschool program. The interventions are based on the modality analysis of the current NYSESLAT, in order to support the specific area in need. Students are further differentiated by guided reading levels and flexible grouping.
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 NYSESLAT scores, classroom assessments, and the AMAO indicator tool P.S.128 meets the needs of our ELLs in both content and language development. P.S. 128 is predicted to meet AMAO 1 until 2017 and AMAO 2 until 2015.
11. What new programs or improvements will be considered for the upcoming school year?
P.S. 128 is not considering any new programs for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
English Now will be discontinued because it focused more on BICS and less on higher order thinking.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are invited to attend all activities offered at P.S. 128 including: FIAO, chorus, tap club, and American Ballet Theater. Newcomers are invited to the Title III Supplemental afterschool program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials, including technology that are used at P.S. 128 are: Brainpop, Brainpopjr., Brainpopesl, Ticket to Read, abcy.com, and starfalls.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support during ESL instruction is delivered using content area glossaries and native language dictionaries. Furthermore, at P.S. 128, we have an assortment of books in the students' native languages available to borrow and enjoy at home. In addition, students have access to
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
The bilingual and picture dictionaries are available in every classroom. In addition, each classroom has leveled and age appropriate books that are appealing and interesting for our ELLs. In higher grades, i.e. Grade 3-5, in addition to the dictionaries, students have access to bilingual content area glossaries. In the ESL classroom, students have access to a vast variety of books on different levels that are appropriate for their developmental and linguistic level.
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.
Before the beginning of the school year, newly enrolled students and their parents are encouraged to visit our school website. They have the opportunity to meet with the parent coordinator and to take a tour of our school. Furthermore, the parent coordinator is able to provide answers to the many questions parents and/or students might have about the school prior to attending. Newcomer ELLs are also invited to the Title III (English) Supplemental afterschool program.
18. What language electives are offered to ELLs?
There are no language electives offered to any students at P.S. 128 at this time.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- P.S. 128 does not have a dual language program at this time.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. In order to support our General Education teachers, Special Education teachers, school administrators, all service providers and paras, ELL Lunch and Learns are provided. During Lunch and Learn sessions, teachers receive professional development in all content areas, with a focus on ESL strategies for differentiating instruction. At these professional development sessions, the ELA and ESL standards are stressed to help all students meet the standards and pass state exams. On a regular basis, the ESL teacher articulates and collaborates, both formally and informally, with the classroom and cluster teachers to support ESL instruction. In addition, our Network offers a series of workshops that include ESL strategies. These sessions are attended by several of our staff members.

2. The following is an example of our ELL Professional Development monthly schedule:

September- Supporting Newcomers-folders /glossaries

October- Summary of ESL data

November- Juicy Language for ELLS

December- Differentiating Instruction for ELLS

January- Critical Thinking Skills

February- Getting ready for the NYSESLAT

March- Differentiating poetry for ELLS

April- Content area theme units

May- ESL summer activities

The ELL coordinator is trained in the Common Core State Standards. There is an emphasis on academic language through integrated ELA, Math, Science, and Social Studies units

3. During a faculty conference the Fifth Grade teachers will be provided with professional development and strategies on helping their students transition from elementary school to middle school.

4. New teachers receive additional specified training throughout the school year. General Education teachers receive 7.5 hours of training and Special Education Teachers receive 10 hours of training. Records of trainings are kept on file in the office and certificates are placed in the teachers file.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ELL Parent Orientation meetings begin in September and are continued throughout the school year as Newcomers enroll in P.S. 128, in order for parents to choose their program options. Parent meetings and workshops, based on topics of interest and concern, are held on a regular basis.
 2. The Parent Coordinator reaches out to the community by hosting special events and distributing translated correspondence. We have a Parent Resource Center, with bilingual materials, available to all parents. There are adult bilingual dictionaries for parents to utilize. We provide materials for parents to help students at home.
 3. Parent surveys, written in the parents native language and English, are used to help choose topics for parent workshops. Parent workshops are held frequently and inform parents about such topics as school initiatives, health and nutrition, assessments, "Book of the Month", computer technology, math workshops, stress management, crafts, and how to help children at home. Translators and the translation unit are available in the major languages of our Non-English speaking parents, for conferences, meetings, and workshops. "Buddy" parents assist at meetings and workshops. Notices for parents are translated into the appropriate native languages through the use of school personnel as translators and the NYC DOE on-line translation site. Translators are available for in-person and phone conferences. All parents are invited to parent meetings and workshops. Evaluation and feedback forms, written in the parents Native language and English, are filled out by all parents attending and are used for planning future workshops. The results of the Learning Environment Survey provides information to evaluate the needs of the parents. Parent Teacher conferences are held twice a year and all parents are encouraged to attend through translated invitations. Book of the Month workshops are held monthly when parents are given the opportunity to read and perform hands on activities as their children would.
 4. Parents are apprised of all school activities and important information (displayed in the various languages) through the use of an up-to-date bulletin board in the main lobby, parent meetings and workshops, school newsletters, class newsletters, notices to parents in the appropriate languages, the NYS School Report Card, and Parent-Teacher Conferences. All of the above workshops, activities, and outreach address the needs of the parents of our school community.

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: The Bensonhurst School

School DBN: 21K128

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JESSICA DRZEWUCKI	Principal		11/1/13
JAYME PERLMAN	Assistant Principal		11/1/13
ROSEANN MONTEMURRO	Parent Coordinator		11/1/13
SARA VUONO	ESL Teacher		11/1/13
	Parent		11/1/13
JACKIE TIERNO	Teacher/Subject Area		11/1/13
DIANE SAVINO	Teacher/Subject Area		11/1/13
PATRICIA GUARNERI	Coach		11/1/13
	Coach		11/1/13
	Guidance Counselor		11/1/13
	Network Leader		11/1/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **21K128** School Name: **P.S.128 The Bensonhurst School**

Cluster: **06** Network: **605**

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.

*We use the Home Language Survey to assess need.
*We use information found on ATS - describe BIOS screen.
*We speak to parents upon registration and inquire, with or without translation assistance, what is the best language to meet their needs.

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.

*We have a multicultural community which is made up of several languages. To accommodate our families, we will need to have materials translated into Spanish, Chinese, Russian, Arabic, and Urdu. We find that we must use Translation Services.
*For in person meetings with families, we will need to have bilingual staff members, translation specialists, or phone access for translation services.
*Our teachers have received notice of home languages for children in their classrooms so that they know how many of which things to have translated before sending home and which parent contacts will need to have translation arranged ahead of time. We also inform and collaborate with our Parent Coordinator.
*Student Emergency Cards note home language for staff reference.
*We need to make sure that Part 4 of HLS is completed and entered into ATS.

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.

*We will send written English documents to Translation Services to have them translated into multiple languages.
*For short turnover or emergency situations, designated staff members will assist with document translation.
*Parent volunteers will assist in explaining any written documents that are unclear or were not able to be translated because of backpack dates. We will provide notices in multiple languages on the documents noting that they are important and to have them translated.

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.

*We will contact the Translation Unit over the telephone to provide translation services for our parents.
*When necessary, designated staff members will assist with oral interpretation.
*When necessary, contracted translators will be brought in to assist with large events.

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>.

- *We will download, print, and copy all provided translations of notices from central offices.
- *We will send our own documents to be translated in a timely fashion.
- *When translation is not available within a specific time period, we will include a blurb noting, in multiple languages, that the document is important and should be interpreted by a speaker of the home language and of English.
- *We will ensure that translation, in person or via telephone, is provided for parents during meetings.
- *We will ensure that accurate information is given to the Translation and Interpretation Unit so that large events can be properly staffed with translators.
- *We will ensure that all parents receive the Bill of Parent Rights and responsibilities regarding translation and interpretation.
- *We will ensure that our entranceway includes the required translated "welcome" and information about translation services.
- *We will ensure that we have enough required documents (lunch forms, blue cards, etc) in multiple languages to provide additional copies to our parents and to the families of new admits.