



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**  
**TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS**

<b>DBN: (i.e. 01M001):</b>	<b>05M123</b>
<b>School Name:</b>	<b>THE MAHALIA JACKSON SCHOOL</b>
<b>Principal:</b>	<b>MELITINA HERNANDEZ</b>

**Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

**Section 1: School Information Page**

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

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

**Section 4: Academic Intervention Services (AIS)**

**Section 5: Expanded Learning Time (ELT)**

**Section 6: Title I Program Information**

**Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Mahalia Jackson School PS 123 School Number (DBN): 05M123  
School Level: Elementary/ Middle School Grades Served: Pre-K-8  
School Address: 301 West 140<sup>th</sup> Street , New York, NY 10030  
Phone Number: 212-342-6200 Fax: 212-690-5930  
School Contact Person: M Hernandez Email Address: Mhernan5@schools.nyc.gov  
Principal: Melitina Hernandez  
UFT Chapter Leader: Ernestine Augustus  
Parents' Association President: Pia Johnson  
SLT Chairperson: Thelma Thomspen  
Student Representative(s): N/A

**District Information**

District: Five Superintendent: Gale Reeves  
Superintendent's Office Address: 425 West 123<sup>rd</sup> Street, New York, NY 10027  
Superintendent's Email Address: greeves@schools.nyc.gov  
Phone Number: 212-769-7500 Fax: 212-769-7619

**Cluster and Network Information**

Cluster Number: Five Cluster Leader: Debra Maldonado  
Network Number: CFN 532 Network Leader: Ben Soccodato

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melitina Hernandez	*Principal or Designee	
Ernestine Augustus	*UFT Chapter Leader or Designee	
Pia Johnson	*PA/PTA President or Designated Co-President	
Pamela Everett	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Catherine Rodriguez	Member/ Parent	
Winifred Jackson	Member/ Teacher	
Thelma Thompson	Member/ Teacher	
Kim Capers	Member/ Teacher	
Janette Reyes	Member/ Parent	
Regina Fowler	Member/ Parent	
Hope Scott	Member/ Parent	
Susan Stanislaw	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

### Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

#### **The Six Elements of the Capacity Framework**

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Student performance on NYS 2014 standardized test in ELA at levels 1 and 2. Students at risk of not scoring at level 3 and 4 on NYS standardized test in ELA as determined by results on interim assessments. For students in K – 2 we use baseline reading data and MOSL scores.	Repeated readings, CAFÉ reading strategy, Foundations, conferencing, Great Leaps, Kid Biz and Teen Biz from Achieve 3000 and Word Generation for Middle School, AIS teacher remediation, guided reading groups, skills and strategies linked to CCLS curriculum	Small group; one-on-one; tutoring; push-in/pull-out	During the school day; during extended day program on Wednesday and Thursday afternoons; on Saturdays during the Saturday Academy (grades 3 – 8); ELL Title III program Wednesdays and Thursdays after school
<b>Mathematics</b>	Student performance on NYS 2014 standardized test in Math at levels 1 and 2. Students at risk of not scoring at level 3 and 4 on NYS standardized test in Math as determined by teacher recommendation.	Teaching by mathematical strand, fluency building, Great Leaps , Boost Math AIS small group activities to build numeracy, conferencing, AIS teacher remediation	Small group; one-on-one; tutoring; push-in/pull-out	During the school day; during extended day program on Wednesday and Thursday afternoons; on Saturdays during the Saturday Academy; ELL Title III program Wednesdays and Thursdays after school
<b>Science</b>	Students in grades 4 and 8 who do not score at grade level on NYS Science test. Students at risk of not scoring at grade level on NYS Science test as determined by classroom teacher recommendation.	Hands-on MS laboratory afterschool program, academic vocabulary building in small group with hands-on experimentation	Small group; one-on-one; tutoring; individualizing, close reading strategies in science; differentiation	During the school day, after school during Wednesday and Thursday enrichment
<b>Social Studies</b>	Students at risk of not scoring at grade level on NYS ELA test as determined by classroom teacher	Differentiated assignments/tasks, leveled materials; focus on instructional shifts; using	Small group; one-on-one; tutoring	During the school day

	recommendation, with focus skill sets needed for social studies.	nonfiction texts, citing evidence, using primary documents and connecting EL strands to social studies		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in grades K - 8 who demonstrate disciplinary and/or social emotional needs and issues.	Counseling, behavior management, PBIS program, Leadership Program partnership (mentoring), Graham Windham partnership; behavior intervention support	Small group; one-on-one	During the school day, after-school partnership programs

## Section 5: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

1. By June 2015, students in grades 3 - 8 who participate regularly in the ELT program (75% attendance) will demonstrate
  - growth of 10% in performance on ELA standardized assessments as compared with 2014 scores
  - improvement of two reading levels on Fountas & Pinnell interim assessments
  - increase in MOSL scores in ELA by 5% and
  - increase of 2 scales on Writing Benchmark
  - improvement of 10% on CC Performance Based Assessments
2. By June 2015, students in grades 3 – 8 who participate regularly in the ELT program (75% attendance) will demonstrate
  - growth of 10% in performance on Math standardized assessments as compared with 2014 scores
  - increase in MOSL scores in ELA by 5%
  - improvement of 10% on CC Performance Based Assessments
3. By June 2015 students who participate in the ELT program will demonstrate improved behavior and engagement in school activities as measured by
  - analysis of student attendance data (5% increase in student attendance),
  - analysis of student OORS reports (5% decrease in OORS reports), and
  - by scoring “most of the time” or “all of the time” on a locally developed Likert type checklist completed by ELT teachers.
4. The after school ELT program and Saturday Academy will show a program improvement of 5% in student attendance as compared with 2014 attendance rates for the programs.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

- The ELT program will serve students in grades 3 - 8 who scored at levels 1 and 2 on standardized measures in 2014 with a focus on those students in the bottom third in achievement.
- The program will serve students in grades 1 and 2 who are at risk of not scoring at level 3 on standardized measures as determined by Fountas & Pinnell interim assessments, writing baselines, and teacher recommendation, focusing on those students who are in the bottom third in achievement.

- The program will serve students in the top two thirds in achievement through remediation, skills building activities, homework help (when indicated) as well as enrichment activities.
  - An ELT Club Program, staffed by PS/MS 123 teachers and community partners will be provided in chorus, visual arts, chess, computer, STEM, etc.
- Through school partnerships, the program will serve students in need of counseling, advisor/advisee support, behavior management strategies, esteem building experiences, enrichment opportunities.

- Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:
1. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
  2. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
  3. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
  4. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
  5. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The ELT focuses on improving student academic, social, and emotional outcomes, and also includes enrichment activities. Students are serviced in small classes where teachers will be provided with supplemental materials that are engaging and support student learning common core learning aligned tasks. Reading strategies will be taught the first hour with CCLS based materials inclusive of fiction and nonfiction texts.

Math CCLS strands per grade with an emphasis on the item analysis data for the previous testing grades. Specific CCLS strands will be included in the scope of the ELT curriculum using CCLS math materials.

The program will focus on the development of basic skills and strategies that students can take back to their regular classroom in order to help them and encourage them to be engaged and work harder to succeed. In addition, teachers will address students' social/emotional needs by recognizing their gaps in learning and provide encouragement and supports to improve via high levels of student engagement activities. Student behavior, an important aspect of success, will be recognized and positive behaviors will be rewarded on an ongoing basis as a way to help students stay focused and on target.

A full enrichment program will be provided for those students who are higher achievers. A variety of hands-on experiences in the arts, math and science will be offered through a club program that includes high interest, hands-on activities: Chess, STEM, Visual Arts, Chorus, Cooking, Computer, Drama, High School Preparatory. Academic subjects will be integrated into hands-on activities in areas that address students' learning needs as well as capture students' interest, promoting high attendance, increased student collaboration and positive social/emotional outcomes.

The ELT will be staffed by licensed PS/MS 123M NYCDOE teachers, supervised by licensed NYCDOE supervisors. Services in core academic areas will be provided by these licensed teachers, supervised by licensed supervisors. Enrichment activities provided by PS/MS 123 (visual arts, music, chess, Robotics) will also be staffed by NYCDOE licensed personnel. Supplemental and enrichment activities provided by partner organizations, will be staffed by qualified personnel, and supervised by site directors.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

- Student participation will be encouraged through a variety of activities including the following:
- Letters will be sent to parents of eligible students informing them of program availability
  - Outreach to parents by parent coordinator, classroom teacher, assistant principals by telephone to encourage consistent attendance
  - Flyers sent home by school partners (Century 21, Graham Windham)
  - Flyers and applications informing parents about ELT program availability at parent events
  - Reaching out directly to students through guidance counselor, classroom teacher, assistant principals
- Attendance will be carefully monitored, and outreach by classroom teachers, ELT teachers, guidance counselor, the PS/MS 123 data specialist will be ongoing for students whose attendance in the program is not consistent.

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

- The ELT program will be implemented and overseen jointly by PS/MS 123 Supervisors and long standing, high quality community partners. Whenever possible the partner ELT staff will also work with students during the regular school day. The school supervisors and the principal will meet regularly with partners to a)ensure effective and aligned services, b) to assess student participation and progress, and c) to make any needed mid-program adjustments.
- The Tuesday and Wednesday ELT, and Saturday Academy will be staffed by PS/MS 123 teachers. Wherever possible the ELT teacher will be the classroom teacher with the goal of aligning ELT learning with classroom activities.
- The Tuesday and Wednesday ELT program and Saturday Academy will be supervised by PS/MS 123 Assistant Principals who are familiar with the students and their learning needs.
- Activities provided by partner organizations (i.e. The Beacon Program, The Leadership Project and Graham Windham) will be staffed by organization personnel who have been finger printed and are trained by the organization. Community partners will provide student support services (e.g. behavior modification, advisor/advisee) , intergenerational activities and workshops (e.g. Hip Hop for Life), enrichment activities (e.g. cooking classes), family outreach (Graham Windham). The principal works with the Beacon Program to coordinate services so they incorporate the Instructional Shifts, by building math fluencies across grades 4 – 8. The school provided math coach trained Beacon staff on effective instructional techniques.
- Enrichment activities provided through the PS/MS 123 Club Program (i.e. visual arts, Chess, Robotics, chorus) will be staffed by PS/MS 123 teachers who already know students well. The enrichment program will be geared towards students interests. Groups of students were surveyed to plan menu of clubs and tailor to meet the interest levels of students. As a result of these inquiries, a computer programming club, a hands-on dissection science lab club and one-on-one tutoring were an outgrowth of the information gathered. The PS/MS 123 Club Program will be supervised by PS/MS 123 supervisors who know students well and work with them during the regular school day. Summer school will be staffed by licensed NYCDOE teachers and supervised by District 5 principals and assistant principals. Whenever feasible, PS/MS 123M teachers will serve students.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- Instructional Resources - Instructional materials include skill building and test taking materials have already been acquired. Writing materials and trade books are available in the classrooms already, as are materials for the club program. Materials needed by school partner organizations will be provided by the organization, or, when indicated, will be provided jointly by PS/MS 123 and the partner.
- Resources for the PS/MS 123 Club Program (i.e. enrichment program) include PS/MS 123 Cluster teachers, and materials to implement activities (e.g. chess sets, art materials, Robotics supplies). Chess sets, and art materials are already available in the school; STEM supplies will be purchased. Resources needed for partner organization ELT activities will be collaboratively agreed upon by the principal and organization site directors. Supplies will be supplied either by PS/MS 123 or the partner organization.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

- The after school ELT will run from November 2014 – April 2015.
  - The Saturday Academy will run from January 2015 – April 2015.
  - The PS/MS 123 Club program will run from January 2015 – June 2015.
  - The PS/MS 123 ELL Extended Day Program will run from January 2015 – June 2015
  - The partner organization ELT programs will run from November 2014– June 2015
- The summer school program will run from July 2015 – August 2015

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 <sup>st</sup>		Tax		Title I SWP		Title I TA		P/F Set-aside		C4E
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	<b>Century</b>		<b>Levy</b>							
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>	X	<b>Grants</b>		<b>School Success Grant</b>	<b>In Kind</b>

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

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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Midpoint Benchmarks:

- Improvement of one reading level on the Fountas & Pinnell interim assessment
- Improvement of a minimum of 1 scale on the Writing Benchmark
- Improvement of 5% on CC Performance Based Assessments in reading and math
- Reduction in OORS reports by 3%
- Maintain student attendance rate of 90%

Increase in program attendance rate of 3% compared with 2014 program attendance rate.

**Part 5b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
  - Section E. Instructional Staff under Sections II. & IV.
  - Section G. Organizational Plan under Section I. Training Support and Professional Development
  - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

##### Recruitment

- The NYCDOE teacher processes for identifying teachers will be utilized
- As new positions become available applicants will go through a rigorous vetting process that will include model lesson delivery, interview, and reference check
- If positions open during the school year, candidates will be required to demonstrate a lesson that is hands-on and is grounded in Danielson and CCLS

##### Retention:

Every effort will be made to retain successful teachers. Efforts include

- Providing teachers with sufficient and engaging instructional materials
- Providing professional development training that meets the teacher's needs, and providing opportunities for effective teachers to provide professional development for their colleagues
- Providing opportunities for teacher leadership (e.g. serving on school committees, recognition for excellence in teaching) and decision making
- New teachers will be assigned a senior staff member teaching in the same program/grade level / content area.
- This "buddy teacher" will serve as a mentor and facilitator to guide and support the new teacher
- Provide training for teachers who are struggling with classroom management and student support services by Ramapo for Children, a PS/MS 123 partner organization specializing in helping teachers develop strategies for meeting students' social/emotional needs and maintaining high student engagement

##### Assignments

- Whenever possible teachers will be assigned at the grade level where they have the most experience, have been successful, and feel the most comfortable
- If a teacher assignment does not work out, the teacher can be moved to another assignment at the end of the school year
- Where indicated, cluster teachers will be assigned according to their area of expertise (e.g. computer lab, visual arts, music, science)

##### Support

- Use of the Danielson Framework for Teaching as a foundation for identifying effective teaching practices used during both short frequent informal observations and for formal observations to ensure teachers meet expectations of teaching and are suitable placed in content area/grade level to maximize teacher's impact on student learning

- Consultant coaches and grade-level collaborative team work will provide additional support to those new to the profession, and to all others by modeling lessons, participating in discussions, offering opportunities for de-briefs after classroom intervisitations, and providing additional training based on observed needs in order that teachers feel supported as they learn to implement best practices
- CBO partners (Leadership Program, Beacon) attend weekly PPT meetings as an intervention support.

## **2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

### Teachers

- Provide opportunities for teachers to attend Network sponsored and Citywide professional development to support implementation of new CCLS curricula and other instructional programs (e.g. Wilson Reading Program)
- Teachers will engage in weekly grade level team meetings for planning and coaching around developing rigorous curriculum, including adjustments to meet the needs of SWD and ELLS. Common protocols and tools will be utilized to guide professional learning and developing “next steps”. Grade level team meetings will be facilitated either by teacher leader or coaching specialist.
- Provide an additional professional period so that teachers have ample time for examining student work for evidence of learning, and to identify learning gaps against the demands of the Common Core standards.
- Provide school based opportunities to attend professional development workshops (e.g. Promethean workshops)
- Coach facilitation of Monday afternoon professional learning sessions on a variety of topics including examining student work, using student achievement data for instructional planning, creating curriculum maps/plans and pacing calendars
- Analysis of student data including student formative assessment data and student work samples, and classroom observation data to inform needed whole group and individual teacher targeted professional development activities
- Danielson Framework for Teaching
- In-class coaching in reading/writing, mathematics, integration of technology
- Involve staff in setting personal goals allowing them to reflect on their work to identify their areas for growth relative to effective teaching practices as identified by Danielson
- Teachers meet three times per year with the principal and AP for a data conference at which they review differentiation strategies

### Assistant Principals

- Weekly meetings with the principal to develop effective supervisory skills, deepen understanding of instructional strategies, scheduling, program design and management, etc.
- Provide a Mentor/Coach to help with development of supervisory and instructional skills
- Opportunities to attend citywide and Network provided professional development (e.g. PBIS training)
- Principal and APs conduct walk-throughs together to ensure ADVANCE calibration

### Paraprofessionals

- Provide opportunities for paraprofessionals to learn alongside classroom teachers (e.g. Monday afternoons, school-based workshops, working with ELA, Math and Technology coaches)
- Opportunities to attend citywide and/or Network provided professional development sessions

### Parent Coordinator

The PS/MS 123M Parent Coordinator is provided with opportunities to attend all District and Citywide parent training sessions. When appropriate, parents are invited to attend as well. Additionally, a consultant, experienced in providing parent workshops, works with the parent coordinator and models effective workshop techniques so that the coordinator can provide parent workshops on her own when the consultant is not present in order to build capacity.

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

### **3b. TA Coordination with the Regular Program**

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

## **Part 4: SWP Schools Only**

### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

To assist in transition of students from preschool to early childhood programs, a variety of activities are implemented including the following:

- In the spring, parents are invited to attend Open Houses to meet the administration, and tour classrooms. They learn about the school policies, practices, expectations, instructional programs and student support services.
- Orientations are also held in the fall where they again participate in sessions to learn about PS 123 policies and practices, the instructional program, student and parent support services and school expectations
- As part of NYCDOE practice, Pre-Kindergarten students begin the school year with a staggered schedule to introduce them to the school
- Information for students who had previously attended CBO early childhood programs is shared by PS 123 with the CBO the students can learn about the school before they arrive

Information about individual student needs, challenges and strengths is shared with the school by the CBO the school can prepare appropriately to meet the needs of each child

### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers meet during grade level team conferences and instructional cabinet to plan formative assessment measures relative to the Common Core Standards and Learning Targets. Teachers and administration use multiple data sources to assess students such as Fountas & Pinnell, Accelerated Reader, Achieve 3000 and Interim Assessments. Assessment data is then used to plan and implement differentiated and targeted instruction throughout the day and during afterschool and Extended Learning Time.

Teachers are trained and supported in the use of assessments and analysis of assessment data (including student work data) by school based coaches, by the assistant principals and by the principal during grade level team meetings, on Monday afternoon professional learning sessions, and during one-on-one coaching sessions.

One-on-one meetings with school supervisors to understand individual student's assessment results, and to discuss and develop strategies to address deficiencies.

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

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

Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (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	\$360,774	x	p. 8 – 9 p. 10-12 p. 15-16
Title I School Improvement 1003(a)	Federal	\$16,961		N/A
Title I Priority and Focus School Improvement Funds	Federal	\$134,255	X	p. 8 – 9 p. 10-12 p. 15-16
Title II, Part A	Federal	\$117,053		p. 8 – 9 p. 10-12 p. 15-16
Title III, Part A	Federal	\$12,824		p. 8 – 9 p. 10-12 p. 15-16
Title III, Immigrant	Federal	7,913		p. 8 – 9 p. 10-12 p. 15-16
Tax Levy (FSF)	Local	2,921,755	x	p. 8 – 9 p. 10-12 p. 15-16

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

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

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

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

1. 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.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school 05M123 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. 05M123 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

05M123, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **IV. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

#### **V. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**VI. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>123</b>
School Name <b>Mahalia Jackson Preparatory Academy</b>		

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

Principal <b>Tina Hernandez</b>	Assistant Principal <b>Ms. Marelyn Pichardo</b>
Coach <b>Ms. Jeffries</b>	Coach <b>N/A</b>
ESL Teacher <b>Mr. Fried</b>	Guidance Counselor <b>Ms. Lovell</b>
Teacher/Subject Area <b>Ms. Sinclair/3<sup>rd</sup> grade ESL</b>	Parent <b>Ms. Scott</b>
Teacher/Subject Area <b>Ms. A. Rivera/Spanish, ESL</b>	Parent Coordinator <b>Ms. Cadlett</b>
Related Service Provider <b>Ms. Schuman/SETSS</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>Dan Feigelson</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>606</b>	Total number of ELLs	<b>118</b>	ELLs as share of total student population (%)	<b>19.47%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	82	ELL Students with Disabilities	23
SIFE	1	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	14

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
Dual Language										0
ESL	82	1	10	22		8	14		5	118

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	
<b>Total</b>	<b>82</b>	<b>1</b>	<b>10</b>	<b>22</b>	<b>0</b>	<b>8</b>	<b>14</b>	<b>0</b>	<b>5</b>	<b>118</b>
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
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	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	11	6	16	6	7	9	4	3					67
Chinese														0
Russian														0
Bengali														0
Urdu	1		1											2
Arabic	2		1		1	1	1	2	2					10
Haitian														0
French			2	1		2	1		6					12
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			5	6	4	4	3	2	3					27
<b>TOTAL</b>	<b>8</b>	<b>11</b>	<b>15</b>	<b>23</b>	<b>11</b>	<b>14</b>	<b>14</b>	<b>8</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>118</b>

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5		3	1	5	3	8	1	4					30
Intermediate(I)	1	4	6	5	3	6	1	3	7					36
Advanced (A)	2	7	5	17	3	5	5	4	4					52
Total	<b>8</b>	<b>11</b>	<b>14</b>	<b>23</b>	<b>11</b>	<b>14</b>	<b>14</b>	<b>8</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>118</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	7	1	1		9
4	11	4			15
5	12	2	1		15
6	11				11
7	11	2			13
8	6	3			9
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10								10
4	18								18
5	14		2		1				17
6	11								11
7	16		3						19
8	6		4						10
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		4		9		1		18
8	4		6						10

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 Response: Accelerated Reader and Fountas Pinnell are used to assess the literacy levels of students in grades K-8. The data let the teachers know the decoding and comprehension level of every student. They inform the school's instructional plan by telling the teachers the specific reading strategies each child needs to acquire. Many of the ELLs place significantly below grade level in

reading, so the teachers need to include decoding skills as part of their reading instruction, especially, but not exclusively, in the lower grades.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Response: ELL students exhibited a need for further reading and writing support across the grades. The ELLs tend to perform better on the listening and speaking sections of the NYSESLAT. To address our ELLs' listening, speaking, reading and writing skills, PS/MS 123's Literacy Program provides an additional 90 minutes of literacy instruction. The 90 minute literacy block includes elements of a Balanced Literacy/ Readers' Workshop, including read-alouds, guided reading, shared reading, independent reading and writing. Literacy Centers, leveled libraries and literacy word walls are evidenced in all classrooms. The scaffolding of strategies such as extended conversations and accountable talk prompts improved students' language learning.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Response: Based on the data we have tailored instruction in the area of reading to target comprehension, fluency and vocabulary. In the area of writing we have tailored instruction to build a greater foundation with word/language choice, sentence structure, sentence fluency, and writing conventions.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. Response: Across proficiencies and grades, students tended to do better on the listening and speaking modalities than the reading and writing modalities. Students did not take tests in their native language.

4b. Response: The school is not using the ELL Periodic Assessment.

4c. Response:
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](#).)  
Response: The school uses small groups, intervention strategies, strategic guided instruction (SGI) and extended day within the RtI framework.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Response: The teachers in the school focus on the specific language needs of the ELLs in their classrooms including vocabulary acquisition, particularly Tier 2 words, understanding of English syntax and development of listening and speaking skills.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Response: We determine the success of the program by how many students achieve proficiency or gain a proficiency level on the NYSESLAT. We monitor and assess student portfolios, reading levels and NYSESLAT scores to evaluate progress towards English proficiency.

## 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](#).)

Response: The Home Language Identification Survey (HLIS) is administered by Mr. Fried, certified ESL Teacher, at the initial screening, which includes a student interview. Mr. Fried is knowledgeable and skillful in working with English Language Learners. Potential ELLs are tested by the LAB-R to determine whether they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. Spanish students that score below the state designated level of proficiency on the LAB-R are administered the SPANISH LAB. When entitlement is verified, the parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. Parents are given the opportunity to watch a video provided by the NYC DOE during a parent orientation, describing the three program choices. Each spring, ELLs are administered the NYSESLAT to evaluate their English proficiency. ELLs that score below the level of proficiency continued to be entitled to ELL services. A continuation letter is sent to the parent informing them of their child's NYSESLAT program eligibility.

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.

Response: During the parent orientation session, parents are given the opportunity to view the NYC DOE video in their native language, when available, describing the three program choices. Parents are provided an opportunity to watch a video to ensure understanding of the three program choices. Information is also provided regarding state standards, assessments and expectations for their children. All parent materials and forms are provided in the parents' native language, when available. Translators are also provided during parent orientation meetings when available. During the parent orientation parents are given the opportunity to ask questions. Parents/guardians select the program of choice. Students are solely placed in the program selected by the parent/guardian. Based on previous program selection from the Parent Survey, PS/MS 123 offers only Freestanding ESL. If parents select a program option other than what the school is able to offer currently, the parent is given a list of schools provided by the NYC DOE Office of English Language Learners that have TBE and dual language. The parent is referred to the Office of Student Enrollment to assist in locating the parent's program option. Ms. Theresa Verderosa, Director of Enrollment is contacted by Gail Jeffries to inform Ms. Verderosa that a parent is seeking a Transitional Bilingual or Dual Language Program. Ms. Verderosa will identify the program of the parent's choice at another school. If there are 15 or more potential students on one or two consecutive grade levels requesting Transitional Bilingual or Dual Language Program, steps will be taken to open a class.

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

Response: Mr. Fried, certified ESL Teacher and Ms. Jeffries place emphasis on collecting all signed forms at the intake interview and parents orientation meeting. Copies of all signed forms are maintained in both the students' cumulative files which is secured in the students' classroom as well as the school's file which is stored and secured by Mr. Fried. Ongoing outreach to parents to obtain the signed forms is emphasized as well as the importance of returning the forms to the school. A School Outreach Log is kept and monitored in an effort to ensure all forms are returned to the school. Due to the large number of enrolled students from temporary housing shelters, representatives from the shelters provide additional support in the return of the letters.

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.

Response: To ensure parents' understanding of the decision making process, parents are provided oral and written communication in their native language if necessary. The NYCDOE translation unit services are utilized if a translator is unavailable at the school site. Emphasis is placed on thoroughly explaining the parents' program choices to ensure understanding for engagement in the decision making process. Once the parent identifies the program choice, the decision is honored. Parents are informed of their option to transfer if our school does not have a sufficient number of students with the same home language and on the same grade or two contingent grades. If the parent adamantly wants either a bilingual or dual language program, this information is sent to [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). Letters are copied prior to being sent home and stored in a binder secured by Mr. Fried, the certified ESL teacher.

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.

Response: For the speaking section, someone other than the student's teacher administers and simultaneously scores the speaking subtest. The ESL teacher administers the listening, reading, and writing section of the exam to his students. For the writing section, all of the student responses to the constructed-response questions are scored by committees of teachers. No one teacher scores more than approximately one-half of the constructed-response questions in a student's writing subtest booklet. No teacher who is a student's teacher of ESL or ELA scores any of the constructed-response questions in that student's writing subtest booklet. When the administration of the exam is complete, Ms. Jeffries packages all materials and returns them as directed.

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. 

Response: During the past few years, we have noticed that the majority of parents have selected ESL as the choice of service. The program models offered are aligned with parent requests because the vast majority of the parents choose ESL, and ESL is provided at the school site.

## 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])?

Response: A self contained ESL third grade class is serviced by a certified ESL Teacher. ELLs in grades K - 2 and 4-8 participate in an ESL pull out model. The students are grouped in three grade groups - K-2, 3-5, and 6-8, with some groups homogeneous and some heterogeneous in terms of proficiency. Specifically, the students on the advanced level are in one group, and the students with beginner/intermediate level proficiency are grouped together.

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)?

Response: The program model is block scheduled and heterogeneously and homogeneously grouped. In our ESL program, beginner-level and intermediate-level students receive the required 360 minutes (2 units) per week of ESL instruction as per CR-Part 154. Advanced-level students receive the required 180 Minutes (1 unit) per week of ESL instruction and 180 minutes (1 unit) per week of ELA instruction as per CR-Part 154. Books and dictionaries are available in native languages to support the instructional process for ELLs. Support is also provided in the students' native language by pairing students of the same language group. Teachers provide comprehension and linguistic instruction according to the students' academic needs as part of the language program support.

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.

Response: Differentiated instructional strategies in the Common Core Learning Standards and content areas are utilized to meet the ELLs' diverse learning needs. Teachers make provisions for ELLs in curriculum mapping and unit planning in all content areas. Instructional literacy and math tasks are differentiated to address the ELLs' academic needs. Our ELLs receive the same rigorous content instruction as their peers while engaged in improving their reading, writing and speech in the English language. ESL methodology and instructional practices are aligned with the Common Core Learning Standards. The curriculum is integrated to provide cohesive instruction and understanding of the Common Core Learning Standards. Cooperative learning strategies are utilized, in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and CAFE instruction. Additional instructional strategies are also used to make content comprehensible and to enrich our ELLs' language development. Various materials and resources are used to differentiate instruction. A balanced literacy approach integrates critical thinking skills while involving the practice of active listening, modeling of the text, and the connections made to the information. English Language Learners are encouraged to think critically, solve problems and communicate in the language of instruction. Strategies such as previewing, using prior knowledge, visualization and discussing vocabulary in context strengthens students' language and writing skills. Accountable talk strategies enhance language proficiency through oral discussion by modeling language acquisition for students. Questions are carefully crafted to promote higher level thinking skills.

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

Response: The Spanish LAB informs instruction for Spanish Native Language.

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

Response: We ensure that the ELLs are appropriately evaluated in all four modalities through the use of formal and informal assessments. At the beginning of the year, we use the results of the previous year's NYSESLAT which is separated into all four modalities. Each ELL's ESL teacher creates a series of assessments over the course of the year to ensure that each child is appropriately evaluated in listening, speaking, reading, and writing.

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).

Response: 6a. Instruction is differentiated according to the NYSESLAT score and grade level, as well as the students' academic needs as measured by writing samples and ongoing assessments. During grade level inquiry team meetings, English Language Learners' academic needs are discussed to differentiate instruction. Content instruction is the focus of instruction; however the primary objective of instruction is to promote language learning through listening, speaking, reading and writing in English. Emphasis is also placed on highlighting the instructional needs of ELLs to improve academic and language skills in preparation for the NYSESLAT. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and content areas. The ESL teacher's schedule confirms the mandated number of instructional minutes. SIFE students are provided differentiated tailored instruction via computer based instruction, independent work and small group tutoring support.

6b. The instructional plan for ELLs registered in the school less than three years and newcomers are based on the results of the students' LAB-R/NYSESLAT assessments. Small group or individual instruction focuses on their immediate needs to facilitate a smooth transition. In addition, the classroom teachers provide support to the newcomers by placing them in groups with native English language speakers, particularly students who share the same language as the newcomers. Students participate in small group, task-orientated situations that guide the production of language both in verbal and written forms. Students' seating arrangements enables them to clearly see and hear the teacher during the instructional process. Emphasis placed on content instruction and vocabulary which is reinforced during ELA and ESL classes. Per students' assessment data in reading, math and the last NYSESLAT exam results, student learning plans are created to target comprehension, writing and vocabulary skills.

6c. Both the classroom teacher and the ESL teacher use scaffolding and realia to develop students' interpersonal communication skills. The connection between form and structure for English, and their social -functional meaning develops the ability to use language by actively employing the students' information by processing the capabilities required to acquire academic language skills. Emphasis is placed on the use of language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities. The subject matter may be modified so that it is comprehensible to the ELL Student. PS/MS 123's ESL Instructional Program focuses on the following elements: academic rigor, the use of ESL methodologies during instruction, alignment of all instruction with the NYS/NYC standards; and the recruitment and retention of highly qualified teachers of English Language Learners.

6d. The instructional plan for ELLs in school 6 years or more and Long Term ELLs will ensure that these students continue to receive their mandated ESL services. Additional academic support is provided through a Personal Intervention Program, an after school program or a Saturday program.

6e. For former ELLs, the school provides Extended Day, afterschool, and Saturday programs to ensure a smooth transition to ELA

and content area classes.

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?

Response: The Instructional Plan for Students with Disabilities is carefully designed. Special education students' IEPs are taken in consideration as well as their instructional needs determined by the students' NYSESLAT or LAB-R Scores. Both the special education teacher and the subject area teacher work collaboratively in an effort to streamline all instructional efforts to achieve higher performance goals. Grade level curriculum aligned with the Common Core Curriculum is differentiated to meet the diverse instructional needs of ELL-SWDs. Modifications are adapted in the content, process and product, when required to address the academic needs of each student to foster successful comprehension and recall understanding.

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?

Response: ELL-SWDS are provided accessibility to the school's curriculum, instructional and resources. Per a schoolwide schedule all students are equally scheduled use of the computer lab and library to address the ELL-SWDS' academic needs.

### Courses Taught in Languages Other than English

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

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

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

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

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

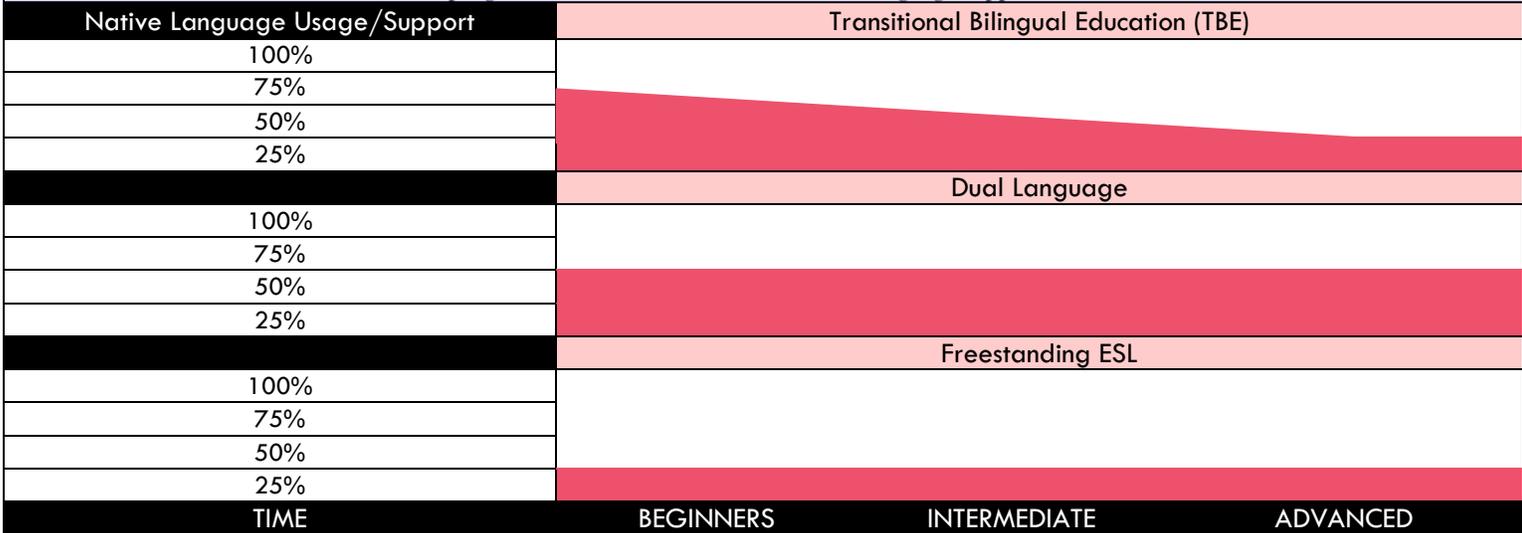
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Response: Targeted Academic Intervention Support for ELLs (AIS) is provided during the 37.5 extended day plan. ELLs are offered academic intervention services in the identified areas of reading and writing, during the school day, 37.5 mandated intervention session, extended day programs and Saturday Academy. PS/MS 123's AIS Program is designed to further support ESL development, content area instruction and review.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Response: The current program is extremely effective. In the early morning Extended Day program, ELLs are serviced in small groups using instructional materials that foster both content and language development. In addition the afterschool/Saturday program will use dedicated materials that are aligned to what the students are learning in their core classes. This will allow them to keep up with the content of those classes which developing their language skills.
11. What new programs or improvements will be considered for the upcoming school year?
- Response: For the upcoming school year, there will not be any new programs for ELLs.
12. What programs/services for ELLs will be discontinued and why?
- Response: No programs for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Response: ELLs are given the opportunity to participate in all schoolwide programs such as school trips, afterschool programs, and the 37.5 extended day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Response: Audio, visual and computer based activities are used to differentiate and support instruction. All classrooms have computers, classroom libraries reflective of both English and native language libraries. Content support includes literature and dictionaries for math, science and social studies. Teacher prepared materials further supports differentiated instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Response: Currently, the mode of instruction for ELLs is a Freestanding ESL Program. Native Language support is provided via native language/bilingual dictionaries, glossaries, libraries, the support of native speaker para-professionals, peer to peer instruction, native language texts, literature and computer based instruction in the native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Response: The New York State Common Core Learning Standards are aligned by grade level to create differentiated instructional services and resources. Emphasis is placed on ensuring that the ESL instructional program is appropriate for the students' age levels
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.
- Response: Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students' native language to enhance involvement in schoolwide activities. ELLs have the support of all school staff members. The parent coordinator provides school tours and information to the parents of ELLs regarding the school's GED Program, ESL and Computer Classes for parents. The social worker provides information regarding middle and high school requirements to enhance involvement in the articulation process. ELLs are matched with buddies who speak their native language to foster social and emotional support. The buddies provide support to the ELL students in getting to know the school's expectations and the community. Mr. Fried, ESL Teacher meets with groups of ELLs and their buddies to monitor their adjustment to the school and the support required to improve student achievement. ELLs are encouraged to participate in the school's programs and activities. ELLs participate in schoolwide activities such as the choir, dance, club and sports programs. Emphasis is placed on the sharing of cultural traditions and foods to enable students to learn and respect different cultures.
18. What language electives are offered to ELLs?
- Response: ELL students are offered the same electives as their peers including a Spanish language class. ELLs receive 90 minutes of literacy daily, in addition to the ESL Instruction according to the students' assessments results. Instruction is differentiated according to the NYSESLAT score and grade level. Students' needs are measured by writing samples and general assessments are administered on a regular basis. The program's focus is placed on improving the students' English skills with emphasis on the instructional process and preparation for the NYSESLAT.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

**Not applicable**

## 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: Response: PS/MS 123's ELL Personnel are identified to participate in professional development activities scheduled by the NYC DOE Office of English Language Learners. Training is also offered by our Children's First Network and certified ESL Teachers in which teachers of ELLs participate. Training for all teachers are provided during grade, faculty and professional development conferences. Our partnership with Hunter College's Department of ESL/Bilingual Program offers additional professional development support. The Professional Development Activities prepare teachers to effectively instruct English Language Learners. Emphasis is placed on the best ESL research based practices, ESL prototypes, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. Demonstration lessons, planning sessions, grade and faculty conferences, workshops and learning walks are various forms of professional development strategies to improve the quality of teaching and learning for ELLs. The continuous review of the assessment data, instructional plans, classroom observations and students' products monitors student performance. Study groups are also used to strengthen the staff's understanding of ESL methodology. During the professional development sessions, teachers are trained to create and utilize rubrics to examine ELL students' work aligned with the ESL standards and performance indicators. Teachers also use portfolios as assessment tools to chart students' academic progress. Monthly ESL Workshops are provided by our CFN network specialist. The sessions are attended by the instructional staff. Teachers are afforded the opportunity to discuss current research, best practices, resource materials, NYS-ESL standards, instructional strategies and its alignment to the core curriculum and the application of core knowledge.

2. Response: Our transitional team of teachers, counselors, parents and students creates a systematic structural process to ensure a smooth transitional process for our ELLs. This transition protocol can be easily replicated and modified each school year according to identified needs regarding ELLs, transitional activities and feedback based on annual surveys and feedback. Emphasis is placed on familiarizing ELLs and their families about the school's programs, procedures, policies and expectations. All incoming ELLs participate in an orientation program which introduces students to new experiences and to provide a strong sense of belonging. We also created a transitional process from elementary to middle to high school. The process involved elementary and middle school students, including ELLs in creating a comprehensive portfolio reflective of their school experiences. The portfolio will guide ELLs in selecting an appropriate middle and high school choice to foster movement toward their chosen career. Our Pencil Partnership, Oglivy One is also supporting the middle to high school initiative.

3. Response: Since PS/MS 123 is a K-8 school, we provide support to staff to assist all students including ELLs as they transition from elementary to middle school. Specifically for ELLs, teachers of ELLs reach out to their students' families to make sure they understand the process of entering middle school and the needs of students once they make that transition.

4. Response: The minimum 7.5 hours of ELL training for all staff is given every school year. ESL teachers and other staff members attend professional development workshops (provided by the CFN, NYS TESOL and DOE approved curriculum vendors) and turnkey the information to school staff. ELL training for all instructional staff is provided during grade conferences, faculty meetings, and one-on-one professional development sessions. The classroom teachers receive strategies and support with instruction regarding ELLs in areas including Stages of Second Language Acquisition, Using Technology with ELLs in the classroom, Readers Theater, Differentiated Instruction, Using NYSESLAT Data to Drive Instruction, and Making Content Comprehensible. Agendas and proof of attendance are recorded and kept in teachers' files. We recognize the importance of teachers' participation in ongoing ELL training to provide understanding of instructional strategies that can be incorporated into a balanced literacy program to enhance English language acquisition for our ELLs.

## 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. Response: In promoting achievement across the elementary and middle school levels, the school community recognizes the parent as the child's first teacher, and that the parent's continued involvement is essential for the success of the learner. As part of the school's structure and daily practice, PS 123 plans to implement a schoolwide system that incorporates parent involvement in teachers/staff daily routines. When teachers make parent involvement part of their regular teaching practice, parents increase their interactions with their children at home, feel more positive about their abilities to help their children, and students improve their attitudes, attendance and achievement. The relationship between school, home and the community is a critical factor essential for long term success and has a meaningful role in closing the achievement gap. The significant role of families, family-school relations and parental involvement in education has become a crucial element in a child's advancement in career and college beyond the K-12 years.

PS/MS123 has an inviting and informative parent resource room housed with a small lending library in different languages. The resources provide a variety of information which is useful for the parents of English Language Learners. Information distributed to Limited English Proficient Families is in their home language. School based staff provides translations in Spanish, French and the African dialects for parents in need of the services. The Department of Education's Translation Unit also provides support services when necessary. Monthly student progress reports are distributed to parents in their native language to inform them of their children's academic achievement. The monthly progress reports also provide instructional strategies for improving students' learning needs. Parents of ELLs are involved in the Parents' Association, Title 1 Committee and also serve as Certified Parent Volunteers. Parents of ELLs also participate in parent workshops and training sessions.

2. Response: PS/MS 123 partners with Graham Windham Agency which provides a GED, ESL and Computer Classes for parents of ELLs and Hip Hop for Life. The school also provides ELL Parent and Common Core Learning Standards workshops. Hip Hop for Life provides monthly workshops focusing on personal development, life skills training, and parent enrichment to assist parents in raising children that will possess the skill sets required to become successful members of society and extraordinary leaders. Finally, the school has a 21<sup>st</sup> Century grant that enables us to support our parent involvement with wellness classes and parent education.

3. Response: The parent survey is re-distributed mid-year. During Parent Association meetings, parents are encouraged to identify workshops of interest and need.

4. Response: Parent involvement activities are identified according to the information on the surveys and feedback during PA meetings.

## 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: PS/MS 123

School DBN: 05M123

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tina Hernandez	Principal		1/1/01
Ms. Taylor-Oates	Assistant Principal		1/1/01
Ms. Cadlett	Parent Coordinator		1/1/01
Mr. Fried	ESL Teacher		1/1/01
Ms. Scott	Parent		1/1/01
Ms. Rivera	Teacher/Subject Area		1/1/01
Ms. Sinclair	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **05M123** School Name: **PS/MS 123 Mahalia Jackson**

Cluster: **2** Network: **203**

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

**Part A: Needs Assessment Findings**

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

Upon admission to PS/MS 123, the student's home language and the parent's preferred spoken and written language are identified then entered in the ATS System. The ESL Teacher and Parent Coordinator maintain a current database of the different languages spoken/written in the students' homes. According to the identified languages, parents are provided information in a language in which they can understand.

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.

Written information and oral interpretation are provided to the school community based upon PS/MS 123's native language information. Due to the influx of families from Africa it has been difficult to translate documents due to the various African dialects spoken. We are continuously reaching out to African parents and community members to provide translations for our African families. In addition, the Department of Education's Office of Language Interpretations and Translations is contacted to translate documents into the parents' native languages and to translate during school meetings. The principal makes the school community aware of the findings through individual conversations with staff as well as staff meetings.

## Part B: Strategies and Activities

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

All written translations, as well as oral interpretations, have met the translation expectations as required by the Department of Education. Based upon the school's language database, parent notices and oral interpretations are provided in the parents' language. The translations are provided by school based personnel and parent volunteers. If a language translation is not available at the school site, the Department of Education's Office of Language Interpretations and Translations will be contacted for assistance with the translation. Due to several West African dialects, providing West African parents written communications in their native language is a challenging task.

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.

PS/MS 123 have staff members and parents fluent in Spanish and French. They will provide written and oral interpretations. The Department of Education's over-the-phone interpretation services will be used for parents speaking languages other than French and Spanish. [Refer to the DOE Home Page, Directory of Offices & Divisions, and Translation & Interpretation Unit for details.]

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>.

PS/MS 123 will fulfill the parental notification requirements for translation and interpretation services as outlined in Section VII of the Chancellor's Regulations A-663. See DOE Home Page. Directory of Offices & Divisions. Translation & Interpretation Unit for details.

## 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: <u>PS/MS 123 Mahalia Jackson</u>	DBN: <u>05M123</u>
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: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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:

Rationale:

PS/MS 123 currently has 101 ELLs from kindergarten through eighth grade. These ELLs range in proficiency from beginner to advanced, with the vast majority of them in the beginner and intermediate levels of proficiency, including many newcomers. The ESL Extended Day Program will focus on the students in grades 4 and middle school. The rationale is that there are a large number of ELLs in the fourth grade - twenty - most of whom are beginner or intermediate. In the middle school, several of the school's middle school students are long term ELLs or ELLs with 5 or 6 years of service, so the school is making a concentrated effort to help those students exit the ESL program. Additionally, there are a large number of newcomers in the middle school who require additional supports to help them learn English. Both of these groups - the fourth graders and the middle school students - need assistance to prepare for the new NYSESLAT which is now completely Common Core aligned. Therefore, the ESL Extended Day Program will be focused on ensuring that these students get the best preparation for the NYSESLAT.

The emphasis of the program will be on writing based on a data analysis of the school's 2014 NYSESLAT scores that show ELLs across the grades did most poorly on the writing subsection of the test. The program will focus on assisting students with writing the descriptive paragraph and the fact-based essay, the main components of the writing section of the NYSESLAT. Additionally, the program will focus on reading comprehension skills because that is also an area of weakness for the students based on the test scores. The data analysis shows that ELLs, except for the newcomers, generally did well on the listening and speaking sections of the test.

Subgroups and grade levels of students to be served:

There will be 15 fourth grade ELL students and 15 middle school (grades 6-8) ELL students in the ESL Extended Day program. In the fourth grade, 3 students are beginners, 8 students are intermediate, and four students are advanced. In the middle school group, 9 students are beginners, 2 students are intermediate, and 4 students are advanced. 3 of those students are potential long-term ELLs, 2 students are long-term ELLs, and 5 students are newcomers.

Schedule and duration:

## Part B: Direct Instruction Supplemental Program Information

The ESL Extended Day program will take place on Wednesdays and Thursdays from 2:30pm-4:30pm except when there are holidays or vacation. The program will start on January 8, 2015 and end June 4, 2015. Each class session will be divided into two halves. In the first half, Mr. Fried will work with the fourth graders and Ms. M. will work with the middle school students. Then the two groups will switch, so Mr. Fried works with the middle school students and Ms. M. works with the fourth grade students. Mr. Fried will focus on reading with each of his groups, utilizing such activities as read alouds and guided reading to improve close reading and comprehension skills and Ms. M. will focus with her groups on writing skills to have the students write a well-developed paragraph or essay depending on the student's level. Both teachers will work with the newcomers in their groups on decoding, phonemic awareness, and increasing knowledge of sight words and vocabulary.

Language of instruction:

The language of instruction will be English.

# and types of certified teachers:

There will be two teachers - Mr. Fried - who is certified and licensed in ESL and Ms. M. who is a certified and licensed Early Childhood and Common Branch teacher.

Types of materials:

The school will order NYSESLAT review books for all the ELLs to use during the after-school program. These books are titled "Getting Ready for the NYSESLAT" by Attanasio and Associates. The school will order them for all the grades that are being serviced by the ESL Extended Day Program. The books have been revised to reflect the changes in the NYSESLAT that align it with the Common Core Learning Standards. Dictionaries and other materials from Staples will be purchased to support the students' learning. This program will also make use of materials that the school already owns including a Promethean Board, desktop computers and iPads in the form of a iPad literacy station to ensure that all students are continually engaged in developing their reading and writing skills and to differentiate for different proficiency levels.

## 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:

Rationale:

The rationale for the professional development activities is to support the teachers who will instruct the English Language Learners with the most up-to-date ESL research strategies and techniques including

### Part C: Professional Development

SIOP strategies. Over the course of the professional development, the teachers will be equipped with strategies to help the students improve their reading comprehension and narrative, expository and argumentative writing skills so they can perform optimally on the NYSESLAT. The content area teacher working in this program will benefit from this training to learn helpful skills and strategies to teach ESL students.

Teachers to Receive Training:

The two teachers involved in the program, Mr. Fried and Ms. M., will receive training.

Schedule and Duration:

There will be monthly trainings that last 1 and 1/2 hours. They will take place after school during the PD time.

Topics to be Covered:

Changes in the NYSESLAT

Close reading strategies

Writers workshop

Using SIOP strategies in the ESL classroom

Preparing students for the NYSESLAT

Mr. Fried will attend ESL Professional Development workshops throughout the school year, both network and non-network workshops, and turnkey the information to Ms. M. Mr. Fried will attend the monthly network ESL workshop as well as various other trainings including SIOP workshops, NYSESLAT informational sessions, and other workshops that focus on critical reading and writing skills that take place throughout the school year.

Name of provider:

CEI-PEA Network ELL Workshops

SIOP Workshops

Mr. Fried will turnkey all the relevant information that he learns at the trainings to Ms. M during their monthly sessions.

### Part D: Parental Engagement Activities

Describe the parental 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

### Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale:

The purpose of PS/MS 123's ELL Parent Engagement Program is to provide workshops and activities to strengthen parents' literacy skills and to involve them in their children's education. Activities will be presented to all parents of English Language Learners. Monthly workshops will be presented by Mr. Fried, the ESL teacher and Ms. Jeffries, another teacher who is ESL-certified and also teaches ESL.

Schedule and duration:

The ESL workshops will take place every first Wednesday of the month at 9am. The workshop schedule is as scheduled:

Topics to be Covered:

November: How to Help My Child at Home

December: Stages of Language Acquisition

January: Parent/teacher conference information

February: How to Help Your Child With Reading and Writing

March: Preparing for the ELA and Math Common Core Exams

April: Preparing for the NYSESLAT

May: Parent Feedback and Preparing for the 2015-2016 SY

Name of Provider:

Mr. Fried, the ESL teacher, facilitates these workshops.

How Parents Will Be Notified of these Activities:

A letter will go home to the parents and guardians of all the ELLs in the ESL Extended Day Program informing them of these opportunities. The teacher will also call parents to let them know about the workshops.

Additionally, the parent coordinator facilitates workshops for parents during monthly Parent Association meetings on topics of concern to all parents of PS/MS 123.

### Part E: Budget

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

Allocation Amount: \$12824

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____