

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

School Name: PS 123 QUEENS
DBN (i.e. 01M001): 27Q123
Principal: ANTHONY M. HOOKS
Principal Email: AHOOKS@SCHOOLS.NYC.GOV
Superintendent: MARY BARTON
Network Leader: CHARLES AMUNDSEN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Anthony M. Hooks	*Principal	
Virginia Nunez	*UFT Chapter Leader	
Barbara Bennett	*PA/PTA President	
Clarissa Murray	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tanyia Hector	Member/ Assistant Principal	
Janine Dasilva	Member/ Guidance Counselor	
Jasmine Mitchell	Member/ Parent	
Sabrina Mungul	Member/ Parent	
Altafia McKenzie	Member/ Parent	
Stepanie Harris	Member/ Parent	
	Member/ Parent Rep	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

Annual Goal #1

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

By June 2015, 70% of students will improve in constructing organized essays using clear and relevant information as evidenced by an increase of one or more levels on the NYC Writing Performance assessment between the baseline and end of year assessments.

Comprehensive Needs Assessment

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

- 2014 NYS ELA results indicate that only 19% of students met the standard. Analysis of the scores indicates that students scored low on writing.
- Fall 2014 NYC Performance Assessment in writing administered to students in K-5 indicate that students are having difficulty in organizing information and using text evidence to support the main idea

Instructional Strategies/Activities

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

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

1. In teams, teachers will look at samples of student work, identify deficiencies and determine specific instructional strategies to address students' weaknesses.
2. Teachers will administer writing tasks at least every 6 weeks and monitor student progress.
3. After- school and Saturday program focusing on building writing skills

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

1. Teachers grades K-5
2. Teachers K-5, School Instructional Team, and Literacy Staff Developer
3. Teachers K-5, UFT Staff Developer, Administration

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

1. Teachers on grades K-5 will evaluate samples of student work and determine next steps for instruction.
2. Grade unit writing tasks and student response journals will be evaluated by classroom teachers using a common rubric.
3. Teachers will provide supports based upon skill deficits and introduce strategies to address students' needs

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. October 2014 – June 2015

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

1. Teachers will be scheduled time for collaborative planning of writing lessons that specifically address common areas of weaknesses across each grade and will be guided in crafting writing objectives that are clear, measurable and achievable.
2. Professional development provided by both Literacy Staff Developer and network instructional leads ELA coach will provide specific strategies to teachers in grades K-5.
3. Ready Gen ELA and Rally! Rehearsing for the Common Core Standards materials will support Common Core Learning Standards in Writing.

Strategies to Increase Parental Involvement

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

- Administrators and teachers will facilitate Common Core Workshops for parents
- Teachers will communicate with parents on report card and progress reports about specific writing deficiencies and specific practices to extend at home.
- Every Tuesday between 2:30 and 3:10 and during teacher preparation periods, parents can meet to discuss their children growth and development with the teachers.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

Annual Goal #2

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

By June 2015, there will be a 10% decrease in the number of incidents of bullying, fighting, and Principal/Superintendent suspensions as indicated in the Online Occurrence Reporting System (OORS) as a result of implementing the Positive Behavior Intervention and Support (PBIS) and Cloud 9 programs.

Comprehensive Needs Assessment

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

- At the end of the 2013-2014 school year, there was a 19% decrease in the number of incidents from the prior year. The total number of incidents is still high for the school year and is an area of focus.
- Bullying is also becoming more and more frequent among today's youth in locations like school and online, according to recent national statistics.

Instructional Strategies/Activities

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

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

1. The Guidance Counselor and the PBIS Team will provide workshops and professional development on PBIS strategies.
2. Anti-bullying and Character Development assemblies will be provided by outside vendors, Guidance Counselor, and Administrators
3. Cloud 9 Character Education Literacy Program

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

1. Guidance Counselor and network staff
2. Network and outside support personnel
3. Classroom teachers supported by network and outside vendor

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

1. All teachers will receive training during the school year in order to effectively provide positive reinforcement to students.
2. Monthly assemblies will provide students with encouragement leading to reduced bullying and fighting as indicated through a monthly review of reported incidents.
3. At the end of each month, students will discuss positive behaviors learned through reading

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

1. Provide Professional development and on-going trainings to staff about PBIS, Cloud 9 Character Ed program and Bully Prevention until June 2015
2. Every month from November 2014 through June 2015
3. Beginning September 2014, implement Cloud 9 Character Education Literacy Program with monthly themes.

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

1. Teachers will be provided professional development on PBIS on Mondays during Professional Learning.
2. Guidance Counselor and administrators will oversee the implementation of programs to support positive behavior. FBA/BIP's will be created for students as needed.
3. Cloud 9 Curriculum will be implemented during literacy period.

Strategies to Increase Parental Involvement

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

- Ongoing Parent workshops on bullying
- Assembly programs on anti-bullying
- Parents will receive Home-School Link from Cloud 9 Program
- Parents will be provided DOE Discipline Code and P.S. 123Q Parent Handbook detailing the school's policies.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

Annual Goal #3

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

By June 2015, the Principal and Assistant Principals will conduct at least four observations of teachers followed by constructive feedback resulting in at least 50% of teachers showing an increase in at least one level in the areas of Domains 1 and 3.

Comprehensive Needs Assessment

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

- The feedback from the 2014 Quality Review indicated that there is a need for teachers to deepen differentiation of instruction to ensure that all learners are provided with consistent learning experiences that extend and push their thinking and result in improved student work products.
- Based on Fall 2014 observations, Administrators noticed that many teachers have received Developing in different Components on Domains 1 and 3.

Instructional Strategies/Activities

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

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

1. A minimum of 4 classroom observations of all teachers to observe practices with timely feedback from the supervisor.
2. Professional development provided based upon need as indicated in the 2014-2015 teacher ratings based on Charlotte Danielson Framework for teaching.
3. All teachers will complete self-reflections regarding the Danielson rubric.

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

1. All teachers
2. Supervisors and network staff will provide Professional development.
3. Teachers, Coaches and Administrators

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

1. Evidence will be provided along with next steps following observations to improve teacher practice. Subsequent observations will focus on areas of need.
2. Professional development will be provided on the various components for teachers as needed.
3. Professional learning and inter-class visitations focused on areas of need.

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

1. From September 2014 to June 2015, all teachers will be observed at least 4 times with timely feedback and mid/end of the year review and reflection.
2. From September 2014 – May 2015, following each observation, teachers will receive ratings of the components observed with suggestions for next steps.
3. From September 2014 to June 2015, teachers will be provided P.D during Monday's Professional learning time.

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

1. Meetings with teachers and administrators will occur during teachers' professional periods.
2. Professional development during Monday's Professional learning.
3. Inter-visitations scheduled based on teachers' needs.

Strategies to Increase Parental Involvement

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

- Parent workshops regarding Danielson rubric and assessment strategies that parents can use at home to support students.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

Annual Goal #4

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

By June 2015, there will be a 10% increase in parent involvement, as evidenced by attendance at school-wide meetings, functions and teacher communication logs.

Comprehensive Needs Assessment

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

The 2014 Quality Review indicates that the Principal has cultivated a safe and caring environment where students receive a range of supports that address their social-emotional needs and foster academic success. According to the results from the 2014 School Learning Environment Survey, 45% of parents said they had been invited to an event at school 4 or less times during the school year. We feel it is necessary to increase parental involvement and communication. It is necessary to engage parents and families in all aspects of school life, including workshops, performances, activities, programs, and meetings.

Instructional Strategies/Activities

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

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

1. Grade teams will incorporate activities in which parents and family members will be invited to take part with their child during the school day.
2. Increase parental involvement, awareness, and communication by use of technology. i.e. P.S. 123Q website, Email, and School Messenger
3. Develop more workshops and school-wide activities based on parent survey results.

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

1. Classroom teachers, Parent Coordinator, Administration, and Committee for Special Education
2. All teachers, Principal, Assistant Principals, Lead Teachers, Parent Coordinator, Committee for Special Education
3. Parent Coordinator, Administrations, Parent Association, School leadership Team, Committee for Special Education, Classroom teachers, ESL teachers, A.I.S

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

1. All parents of students in grades K-5 will be invited to the school during varying times of the school year. Attendance at events will be used to determine participation rates amongst grade levels.
2. Attendance at events, meetings, workshops, etc. will be used to determine the effectiveness of using the technology to increase parental involvement.
3. All parents will be given a survey at the beginning of the year in regard to the types of workshops and events/activities they would like the school to hold. Updates will be given throughout the school year on a monthly basis through school website, PA meetings, School Messenger, Newsletter and notices. Attendance at events will be used to determine if parental involvement has increased.

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

1. September 2014 – June 2015. Over the course of the school year, parents will be invited to class/grade/school activities, such as awards night, Community holiday dinner, shows and presentations.
2. From September 2014 – June 2015 through ps123q.com school website.
3. September 2014 – June 2015. Updates will be provided on an on-going basis throughout the school year, and as needed.

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

1. Teachers will invite parents to participate in an activity with their children in the classroom. This will vary by grade level, but will include an academic component such as literacy or math, as well as the arts. The school website will be used to highlight parent participation. Parents will also be invited to meet with teachers each week during the Tuesday afternoon allotted time to recognize and highlight student achievements in order to promote a positive school culture.
2. Parents and families will have access to the school's website where they can find out information about upcoming events, meetings, activities, trips, homework and all other aspects of school life. Class web pages will be updated each week. Information will also be available as to when staff members are available to meet with parents. School messenger will also be utilized to provide parents with additional information as well as important updates that require immediate attention.
3. Parent survey response has indicated the need to incorporate more workshops regarding reading, mathematics, and online learning components i.e. raz-kids.com, slumdog.com, imagine learning.

Strategies to Increase Parental Involvement

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

- Parent workshops will be given by the administration, Parent Coordinator, Teachers, and the Committee for Special Education to give parents information about

the Common Core Learning Standards, Instructional Shifts, Reading Programs, Math Programs, and online Programs. The school website, newsletter, phone calls, and email will inform parents of upcoming events and workshops.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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

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

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Imagine Learning Moby Max Raz-Kids Saturday Academy After School Academy Ready New York	Small group 5 periods of the week Small group 2 periods of the week Small Group 5 periods per week Small Group 3 hours Small Group 2 hours per week Small group 5 periods per week	School Day/ After School School Day/ After School School Day/ After School Saturday School After School School Day
Mathematics	Moby Max Saturday Academy After School Academy Ready New York Ten Marks	Small group 2 periods of the week Small Group 3 hours Small Group 2 hours per week Small group 5 periods per week Small group 5 periods of the week	School Day/ After School Saturday School After School School Day School Day/ After School
Science	Saturday Academy	Small group 3 hours per week	After School
Social Studies	Saturday Academy	Small group 3 hours per week	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group 4 days per week Small Group/ one-to-one Small group/ one-to-one	Small group 2 periods per week Small group 1 period per week Small group 1 period per week	School Day School Day School Day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff recruits highly qualified teachers. The secretary will work closely with the network HR point to ensure that non-Highly Qualified teachers meet all required documentation and assessment deadlines. Mentors are assigned to support new teachers. New teachers are given opportunities to participate in inter-class visitations.

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).
Teacher Evaluation system and Danielson rubric with end of year reflections of teachers Professional development on the Common Core instructional shifts Implementation of Go Math and ReadyGen program Professional Development Committee discuss needs and arrange for differentiated professional learning opportunities for teachers On Monday afternoons, teachers are provided with instructional strategies to address various learners in their classes. On Tuesday, grade teacher teams work together to analyze student work. Teachers collaborate and share best practices.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our Title I funds are used to purchase school supplies, materials and fund after school programs for our neediest students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
To ensure that our children have a smooth transition from prekindergarten into kindergarten, our pre-kindergarten team provides an environment that meets the social and emotional needs of the children through strong teacher collaboration and parental involvement. Our pre-kindergarten teachers work collaboratively. Each week during inquiry they have an opportunity to develop their units of study, look at student work and create different types of assessments that are used to monitor students' growth. All lessons taught within the unit of study are aligned with the New York State Prekindergarten Foundation for the Common Core. Each lesson builds upon each other and learning centers are developed not to reinforce concepts are being taught in the classroom. Throughout each unit work samples are collected and assessments are administered in order to monitor children's growth and are used to plan for upcoming lessons to meet the students' needs. To encourage parental involvement, during each theme various home-school activities are sent home. This gives families the opportunity to work together on meaningful activities. In addition, parents are encouraged to take out books from the library which focus on the theme, this includes both fiction and non-fiction texts. Parent workshops will be held throughout the school year on Common Core Learning Standards, Pre-K Developmental Screening(ESI-Rr, Social\Emotional development, transitioning, and enhancing parent\child\school relationship.

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 play an integral role and are the prime decision makers as to which classroom assessments will be administered. Additionally, the Principal along with the coaches schedule school wide assessments. Teacher teams analyze the results of

benchmark assessments. Grade teams work together to focus on strategies to address students' areas of need. Instructional team consists of teachers from all grades; these teachers analyze the needs to ensure that students are given supports as needed.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 27Q123

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$337,335.57	X	See action plan

Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$141,762.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,070,536.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

**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 27	Borough Queens	School Number 123
School Name 123Q		

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 Anthony Hooks	Assistant Principal James Bart
Coach Cynthia Raber	Coach Cynthia Raber
ESL Teacher Ellen Konstantinopoulos	Guidance Counselor Janine DaSilva
Teacher/Subject Area Annette Portolano	Parent type here
Teacher/Subject Area Yolanda Harvey -Math	Parent Coordinator Norma Pau Paw
Related Service Provider Colleen Mc Cabe	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	626	Total number of ELLs	24	ELLs as share of total student population (%)	%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In					1	1								2
Pull-out	1	1	1	1	1	1								6
Total	1	1	1	1	2	2	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	9
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	18		6	2		4				20

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	18	0	6	2	0	4	0	0	0	20
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
Spanish														0
Bengali														0
														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	5	1	4	5								20
Chinese														0
Russian														0
Bengali					1									1
Urdu		1												1
Arabic														0
Haitian														0
French		2												2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	7	5	1	5	5	0	24						

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)	1	2	1	1	2	1								8
Intermediate(I)		1	3		3									7
Advanced (A)		4	1			4								9
Total	1	7	5	1	5	5	0	24						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Tools utilized at PS 123Q to assess student early literacy skills are through Dibles and Reading 3D. These tools help detect student strengths and weaknesses for developing teacher lesson planning. Programs used to develop and enhance student strengths and develop student weaknesses with ongoing assessments throughout the program are Foundations (K), ReadyGen (K-5) and Story

Town (12:1:1 Grades 2-4). ELL students are assessed in their classrooms with the above tools and programs. Insights that this data provides is the weaknesses of ELLs being in letter recognition, phonemic awareness and sight words. This information is essential for the ESL teacher and classroom teachers to work together and create well developed lessons to help strengthen student needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
LAB-R proficiency levels have been lower in the upper grades than lower grade students. Students' NYSESLAT proficiency level patterns across the grades at P.S 123Q tends to be higher in the upper grades than the lower grades. Most students in grades K-5 tend to be at the advanced or proficient level in the listening and speaking modalities. Upper grade students tend to be in the intermediate or advanced level of proficiency in the reading and writing modalities. Lower grade students tend to be beginner to intermediate in the reading and writing modalities. Overall, there is a high improvement rate for all students throughout the years clearly shown in the RNMR report.
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](#))
Patterns across the NYSESLAT modalities will affect instructional decisions in selecting appropriate instructional materials and resources in order to help students in reading/writing and speaking/listening, which are the areas of weakness. Staff members that collaborate to design lessons for ELLs include general education, special education, cluster, and speech and language teachers.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. According to the NYSESLAT results at PS 123Q, upper grade students tend to be in the advance or proficient levels in all modalities. Lower grade students tend to be in the beginner to intermediate levels in all modalities. Depending on their proficiency in English ELLs seem to be doing well on tests given to them in English, unless the student is a newcomer.
 - b. The school leadership and teachers use the results of the ELL periodic assessments to improve staff development and design lessons to fit ELL student needs. Small group instruction, instructional materials and resources are provided for student improvement.
 - c. Information learned from ELL periodic assessment reveal weaknesses that ELLs present. The teachers collaborate to find resources to help improve areas of weakness. Native language is used for directions, communication, and for resources for family involvement in effort to have a home/school relationship that will benefit all parties.
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](#).)
If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, students receive targeted instructional support including ESL teacher collaboration with classroom teacher on using appropriate ESL methodologies, the use of web-based programs (i.e., Imagine Learning for grades K-2 and KidBiz for grades 3-5) in small group setting, as well as enrolling students in a Saturday program designed for ELLs, to reinforce development in this area.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers of ELLs differentiate and design appropriate lessons to fit the student's needs.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is measured by the amount of progress made by the students as shown on their test scores (e.g. NYSESLAT and NYS Common Core ELA and Math) as well as progress made in the classroom pertaining to reading and math levels.

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](#).)
At registration, Parents /Guardians of ELLs are administered the Home Language Identification Survey (HLIS) form which is available in their native language parents are given assistance by the pupil accounting secretary. ESL teacher assists with the HLIS process and determines testing eligibility. Parents/guardians are given an oral interview where it is determined if the student is eligible for testing with the LAB- R. Spanish speaking students are given the Spanish LAB test for their proficiency in Spanish. Bilingual staff members are monitored by the ESL teacher to administer the Spanish LAB for eligible students. Languages spoken by pedagogue and paraprofessionals include Spanish, Urdu, Greek and Haitian Creole. Staff members are available for assistance or translating assistance during ELL identification and testing process (e.g., Spanish LAB). At P.S 123 Q, Ellen Konstantinopoulos is a fully certified ESL teacher that is responsible for the identification, testing and instruction of ELLs. Her responsibilities include administrating the LAB R within 10 days, Interim Assessment (given mid-year to grades 3-5) and the New York State English as a Second Language Achievement Test (NYSESLAT).
Steps taken to evaluate ELL performance are:
 - * Computer program designed for ELLs to enhance their reading, writing, listening and speaking skills.
 - * Daily writing journals
 - * Drills, mini lessons and assessments on weekly skills
 - *Sample NYSESLAT test given to students to show what is expected.Students are tested with the interim and NYSESLAT state tests. Materials used to prepare students include, but are not limited to, various workbooks and sample tests.
ATS reports RLAT and RLER are printed frequently to determine current student and new admit levels of proficiency in English. ESL teacher makes sure all eligible students are tested in all components with the NYSESLAT and administers the test in the spring of each school year. Students are administered the NYSESLAT by test level K-1, 2-4, 5-6 if group size permits. If not, students are administered the NYSESLAT test in grade level group sizes. The Speaking component is administered individually to each student, the Listening, Reading and Writing components are given in a timely matter to ensure all eligible ELL students take the NYSESLAT test every spring of the school year.
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.
Parents/Guardians of ELLs that are new to the country (newcomers) are given orientation workshops by Ellen Konstantinopoulos the ESL teacher at P.S 123 Q. All program models for ELLs that exist in the NYC schools are explained to parents. Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-Language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. Parents view a video of the programs and are given pamphlets to take home. For TBE/DL program choices, PS 123 Q is equipped with materials such as Bilingual libraries that includes books on literacy, science and social studies and is available to students to enhance their learning needs. Finally, parents fill out a survey about a program choice that fits their children's needs. All materials that are presented to the parents are available in many languages. Translators are always available to provide assistance to the parents as needed. Our school provides workshops for parents, to give additional help and understanding of the programs available to their children. Parents are given a list of neighboring schools that offer programs that are not available at P.S. 123Q. Parents/guardians are sent letters and notices in their home language in order to respond to the surveys. Parents who do not respond to the orientation workshop invitation are contacted in the appropriate language by letter, phonecall, teacher contact or parent coordinator.
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 [\[see tool kit\]](#).)
Teacher of ELLs is responsible for sending all Entitlement letters to the homes of ELLs as well as distributing Parent Surveys and program selection forms at the orientation meetings, where the parents/guardians are required to fill out and submit on the same day. Letters are translated in various languages whenever possible with the assistance of the parent coordinator translation services. To ensure the return of the letters a deadline is provided. Parents/guardians are required to either bring the letters or send them with their child. A follow-up letter is sent if no response and finally a phone call is made to emphasize the importance of these letters and surveys. Teacher of ELLs provides the letters and surveys and is responsible for collecting them in a timely fashion when they are received at the school. Documents are stored in a binder kept in the ESL teacher's office and in the student cumulative folders and are available for review.

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.
Language Assessment Battery- Revised (LAB-R) and the Spanish LAB results are used as initial criteria to place ELL students in either an ESL or bilingual instructional program. However, if a bilingual program is not available in the building, students are placed in the ESL program available. Parents have a choice to place their child in another school that has a bilingual program that fits their needs. They are informed of instructional programs at PS 123 and translators are provided if needed for better parent/school staff communication. Parents are provided with a list of schools in the district with other bilingual programs in the appropriate language. Parents are given an opportunity to ask questions. Finally, parents are informed that if they do not choose a program for their child, he/she will be placed in a transitional bilingual education or ESL program when available. Parents/guardians are informed that if there are enough students of one language in one grade or two continuous grades the school must form a transitional bilingual education program (TBE). If there are not enough students to support a TBE program, the school is mandated to provide an ESL program to the students. When students are tested with the LAB-R (or the NYSITELL starting February 2014), the ESL teacher updates the ELPC screen on ATS within 20 days, indicating whether or not the student is considered an ELL. Parental choice is also indicated on the ELPC screen at that time.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Students are grouped by grade level and are administered each section of the NYSESLAT (i.e., listening, reading, and writing) on separate days according to the schedule. The speaking section of the NYSESLAT is administered individually to each student according to the schedule.
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. 
Over the past few years, the trend in the parent survey for program selection has been the choice of Freestanding ESL program. 95% of parent surveys prefer ESL program and 5% prefer bilingual instructional program. Parents are requesting the ESL program because they believe their children will benefit and learn English faster being in a smaller class setting with English only instruction. Records are kept in the teacher of ELLs office in a folder available for review. P.S. 123 administration and teachers of ELLs are striving to do their best to provide all students with the best education possible by using the latest instructional materials and intervention strategies to enhance their learning. Students have opportunities to show their talents and learn English fast and effectively. Parental choices are aligned with the programs we have at PS 123Q, striving for the best possible results for the students. Communication between Parents/Educators is key for student success. P.S. 123Q strives to improve instruction of ELLs by aligning all programs for ELLs with the comprehensive core curriculum in mathematics and literacy (i.e. Balanced Literacy), provide coherent system-wide language allocation guidelines for all programs for ELLs, and implement effective monitoring and assessment for programs for ELLs.

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])?
 - 1a) ESL instruction is provided in the pull out model and is the only program available at this time in our school due to parent preference. P.S. 123Q uses the Balanced Literacy program and the Common Core standards to provide a coherent approach in student learning. Materials used include Reading Series by Options publishing, Read & Understand by Evan Moore. Students practice basic and reading skills in workbooks. ESL methodologies are practiced (e.g., scaffolding, TPR, partner-reading activities). Content areas are also covered throughout the series (i.e., math, social studies, and science). Instruction is delivered in 45 minute periods (am and pm sessions) or in a 90 minute block.
 - 1b) Students are grouped according to grade and same level of proficiency. Depending on group size, proficiency levels are combined. Beginners & Intermediate English Language Learners are grouped together with 360 minutes of instruction per week. Advanced ELLs are grouped together with 180 minutes of instruction. Intermediate ELLs that are near to be in Advanced level of English language proficiency are serviced with 360 minutes of instruction per week..
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)?

2-2a) ESL instruction is delivered by the ESL teacher to students that are ELLs using ESL methodologies. Whenever possible, staff and student population are organized in a way where ELL students are placed in their grade levels together to create a coherent flow and routine. The teacher of ELLs students using the pull out model arranges the scheduled days and minutes of instruction entitled as per the CR 154. Schedule stating instructional minutes is attached.
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.

Content areas are included in the planning of weekly lessons. Teachers of ELLs and ESL teacher collaborate and plan lessons to fit the needs of their students. Weekly skills practice, assessments and test taking practice in content areas are included in both classes to assess familiar skills and practices students are used to. Differentiated instruction is provided for students according to their needs. Through ESL methodologies students are instructed through scaffolding, chunking strategies, total physical response approaches, hands on activities, graphic organizers and vocabulary activities. Instructional materials are provided to the students to learn how to use them to enhance their language skills. Computer programs such as Imagine Learning English (directions available in several languages), leveled Language Proficiency Intervention Kits, and Just Right Reading series are essential materials used by the ESL teacher as part of student daily ESL sessions. Reading series include lessons that cover content areas (e.g., math, science, social studies).
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are evaluated in their native language with the Spanish LAB when they test in the ESL program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

By conferencing with students, quizzes in all areas, formative and summative assessments are all used to ensure student progress in all modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Differentiated instruction together with the following intervention materials are used to service Students with Interrupted Formal Education (SIFE) students. Using the balanced literacy approach, P.S. 123Q builds a supportive environment for SIFE students. Students

have access to all services (e.g., counseling, resource room, speech and language services, occupational therapy, physical therapy). Materials that are available to the students include bilingual books, books on tape, computer programs. A buddy system where a classmate or peer (bilingual if possible) is assigned to help the SIFE student adjust to the school environment.

b. Newcomers are students attending US schools less than 3 years. These students will be using materials such as Just Right reading, which includes activities on phonics, vocabulary, grammar, and all basic skills needed for practicing and learning the English language. Imagine Learning English computer program is also available for students to practice their basic skills and progress as their level of English increases. Sight word and grammar skills intervention kits are used to enhance their proficiency in English.

c. Plan for ELLs receiving service 4-6 years is for these students to become proficient in the areas of weakness. Students will be using the Evan Moore Read and Understand book series with activities needed to practice reading and writing skills. Book backs from the leveled classroom library are available to take home and work on their skills. Study Island computer program assignments are given to practice ELA and Math skills.

d. Plan for long-term ELLs is to focus on practicing skills in areas of weakness to become proficient and pass the NYSESLAT given annually. The Evan Moore Read & Understand series is available for student practice. NYSESLAT-gearred workbooks and materials for students with sample tests are given in order to become proficient.

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

Instructional strategies and grade-level materials that teachers of ELL-SWDs use include Achieve3000 and Imagine learning to accommodate their needs as well as to teach them to become proficient in areas they are most weak in. Bilingual leveled libraries are also available to the Spanish-speaking students. Classroom teachers and service providers work together and collaboratively plan their lessons to allow time for students to receive their mandated services as per their IEP. Push in sessions in ESL, Speech and OT are provided by the services providers whenever necessary to accommodate student needs.

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

Content areas within the common core standards are included in the planning of weekly lessons. Teachers of ELLs and ESL teacher collaborate and plan lessons to fit the needs of their students. Flexible programming with teacher collaboration allows ELL-SWDs to actively participate in all activities including grouping with their non-disabled peers. SWD work at their own pace and are not excluded from activities and teachers are able to work with non disabled students. Teachers are able to move from group to group and be able to monitor student progress and assist them in their weaknesses. Assessment tools include weekly skills practice, assessments and test taking practice in content areas and are included in both classes and grouping to assess familiar skills and practices students are used to. Differentiated instruction is provided for students to better assess their needs and learning styles. Through ESL methodologies students are instructed through scaffolding, chunking strategies, total physical response approaches, hands on activities, graphic organizers and vocabulary activities. Instructional materials are provided to the students to learn how to use them to enhance their language skills. Computer programs such as Imagine Learning English (directions available in several languages), leveled Language Proficiency Intervention Kits, and Just Right Reading series are essential materials used by the ESL teacher as part of student daily ESL sessions

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:			

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

Science:				

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

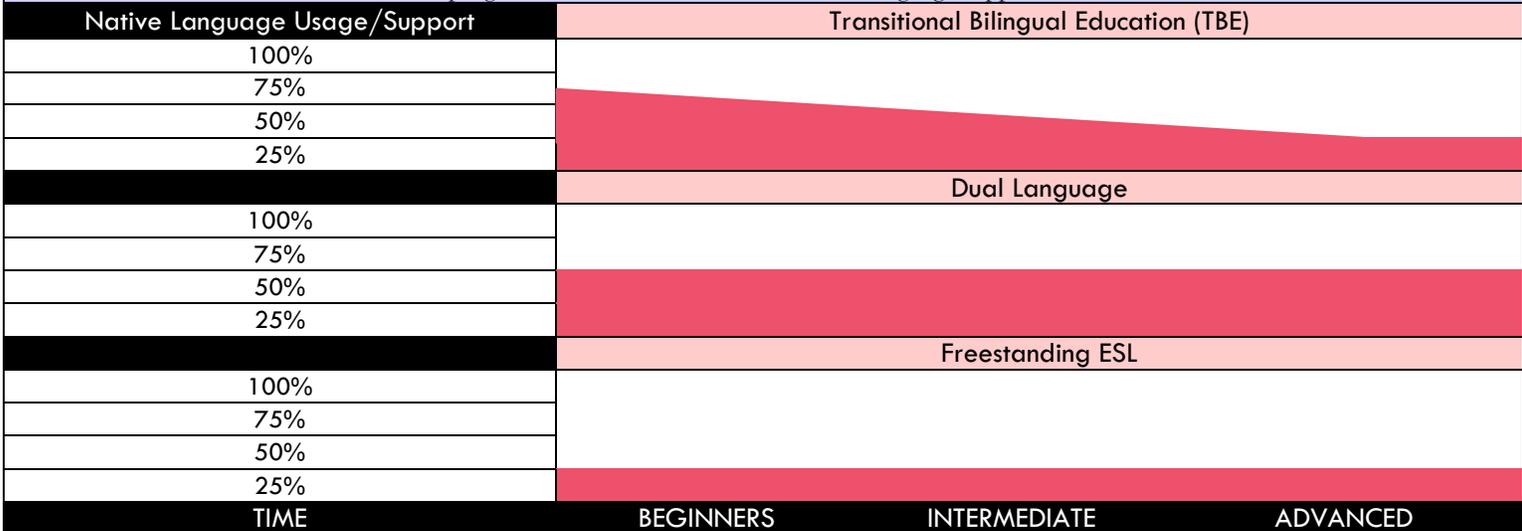
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- Intervention services offered in our school include: Foundations (K), Storytown (12:1:1 Grades 2-4), ReadyGen (Grades K-5), Imagine Learning English is a computer program offered specifically to ELLs in our school especially for newcomers in order to enhance their speaking, listening and reading skills in English. AIS services during the day are provided to students in Language arts like the ACHIEVE3000. Students' writing skills are enhanced with a writing prep class provided in Grades K-5. ELL students in ESL classes use readers and workbooks from the Just Right reading series and the Read & Understand worksheets by Evan Moore. ELLs that are long term are supported with ELA and math materials in order to pass state tests including the NYSESLAT. Targeted intervention programs for Social Studies and Science content areas are included and provided by the Achieve 3000/KidBiz program in grades 3-5 where students scaffold through non-fiction reading materials. Glossaries in native languages are available to students when needed as additional support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Both push-in and pull out models are used to ensure that students' content and language development. ESL teacher collaborates with classroom teachers to incorporate ESL methodologies with ReadyGen Common Core reading program. ESL teacher targets content and language development in small group instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- ReadyGen was newly implemented for the school year 2013-2014. Cloud 9 World has been approved to use with all students to help improve interpersonal communication skills and character building skills.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to all programs offered within the school or afterschool activities. Services that are available are resource room, speech and language services, ACHIEVE3000, LITERACY BY DESIGN, IMAGINE LEARNING, and Wilson program. P.S. 123Q will have a Saturday Academy program for eighteen (18) ELL students in grades 3, 4, and 5. This program will provide small group instruction using ELL strategies for instruction in reading, writing, social studies and science. The Saturday program will be a collaborative class with one ELL teacher and one common branch teacher. The ELL teacher will team-teach with each CB teacher for 3 hours each session to support the academic language in the delivery of instruction in the content area subjects (social studies and science). Based on the analysis of the Math, Social Studies and Science scores, ELLs, especially the newcomers did not performed at grade level standards. This may have been caused by the fact that many of the newcomers had to take the test in a language, which they have not yet reached proficiency. Although science and social studies state exams are available in translated versions, when possible, students have difficulty transferring the information as the language of instruction is not aligned with the language of assessment. Students will be engaged in authentic writing experiences in order to learn how to write and be writers who naturally and comfortably use the writing process. Supplemental materials, recommended by both State English and ESL Standards will be used. Lessons are designed to enable students to use English to communicate in social settings; to use English to achieve academically in all content areas in the classroom and to use English in socially and culturally appropriate ways. The Saturday ELL Program will provide 3-hours of small group instruction for eighteen (18) students that will include reading, math, technology, and science. Two teachers, one certified ESL and one certified CB teacher will provide instruction for 10 sessions of 3 hours each. The principal will be overseeing the program and be paid at principal per-session rate, as there is no other operating activities on Saturdays in the building. She will be paid one extra hour to open the building (30 minutes prior to the start of the program to receive students and greet parents and 30 minutes after the program to ensure that all students are picked up and secure the compound).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials for ELLs that are available include Study Island, Imagine Learning English, and JiJi which are technology programs available for each student to go online and practice Language Arts and Math skills that are essential for their progress in learning more of how to use the English language. Students can be assigned homework where the teacher can evaluate student progress. Data is available for staff development and lesson planning to student needs. Technology classes are part of the curriculum where students in grades K-5 are supported in a special class once a week as an extra support class.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- To support the student's native language, materials containing their native language are provided. Through computer programs

and bilingual libraries available students have the support they need to be comfortable and have fun learning the English language. Native language glossaries are also available for support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Support services and resources that are available correspond to ELLs age and are leveled to grade and proficiency levels. Teachers, service providers, and AIS providers work together to provide a coherent support for all ELL students to support their needs in their weak areas and build on their strengths through continuous testing, quizzes, classroom observations and conferencing. Reading and lexile levels are measured and appropriate materials are used to accommodate their needs.
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.
There are currently no activities available at this time to assist newly enrolled ELL before the beginning of the school year.
18. What language electives are offered to ELLs?
We do not offer language electives at the Elementary level.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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. ELL teachers will participate in a 10 month professional development plan focus on P.S. 123 Queens Five School wide Initiatives. ELL teachers will participate in weekly professional development in the following areas Measures of Student Learning (MOSL) workshops, Common Core Learning Standards (CCLS), Citywide Instructional Expectations (CIE), Depth of Knowledge (DOK), Hess Matrix, Universal Design for Learning (UDL), Danielson Framework for Teaching Research-Base Teaching Evaluation Rubric, and professional development on working with at risk ELL Students.
 2. ELL teachers attend and participate in Teacher Team Meetings, Measures of Student Learning and Measure of Teachers Practice professional development workshops. We provide training professional development training in Common Core Learning Standards for all ELL Teachers.
 3. AIS services are available to support ELLs transitioning to junior high school. With the support and organization of the guidance counselor, students attend an assembly where advisors from neighboring junior high schools speak to and answer any questions they may have. Students have the chance to later on in the year visit the potential junior high school they will be attending.
 4. New teachers are provided with information on where professional development on ESL methodologies they can use in their classrooms sights are available. The ESL teacher is available for support and resources needed by the teachers. Network professional development meetings are provided for teachers of ELLs. Grade teacher teams are created and meet to analyze student work, analyze findings, discuss ways to help students master skills they are weak in and create activities aligned with the Common Core Standards.

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. Some parents of ELLs are actively involved with school activities to help themselves and to be able to help their children learn the English language. Parents are invited to attend workshops on how to bridge the gap between school and home instruction. For non-English speaking parents, a translator is always available. Translated handouts are also available for these parents in their native language. Teachers have an open door policy for parents who have any concerns and/or questions or if they would like to observe how their child learns. Workshops include helpful strategies to help their children with homework.
 2. Community workshops are given on certain days by outside agencies or by the ESL teacher to help parents learn the English language as well as teaching those ways to help their children at home. Translated notices for the workshops and staff members that can translate are available at all workshops to assist parents as needed. The school has partnerships with Sylvan Learning Centers, Learning Leaders, as well as UFT workshops to provide services for additional support.
 3. Parent coordinator is responsible to provide workshops that can help parents communicate with their children and have a home /school connection. Parent needs are evaluated by a survey that the school hands out to the parents/guardians. Parents are asked to answer questions on things about our school to improve home/school communication and student needs. After all workshops are completed, informal evaluations are used for feedback, questions or any special requests. Parent coordinator collects feedback for future workshops. Translations of letters and informational pamphlets are available whenever possible.
 4. Parental involvement is very important for our school. Workshops from Learning Leaders, UFT, and Sylvan Learning Centers are available for parents. These workshops include language skills drills, art activities, parenting tips on homework help. These are essential for a good home/school relationship. Translations of letters , staff member translators and informational pamphlets are available whenever possible.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	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: 27Q123 School Name: P.S. 123Q

Cluster: 5 Network: 531

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

Part A: Needs Assessment Findings

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

The ESL teacher provides home language data indicating the number of non-English speaking parents/guardians. School registration data indicates the home language data which is given to the ESL teacher. The school progress report provides demographic data percentages of enrollment for various ethnic groups. Oral and written feedback from parents attending various workshops.

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.

Parents indicated that more non-English speaking parents would attend the various workshops and trainings with written communication sent in Spanish informing of upcoming workshops and school business. The entire School Progress Report was discussed during the November 2013 Parent's Association meeting with Spanish interpretation. The Parent Coordinator meets with parents providing information about school findings and school business.

Part B: Strategies and Activities

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

In-house staff provides written translation services for parents and/or guardians. All written communication to parents/guardians is provided in both English and Spanish. When time permits, the DOE translation service will be used for some documents.

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.

1. Parent-Teacher Conferences – Translations are made in Spanish
2. Visitations with Social Worker, School Psychologist, and Guidance Counselors
3. Meetings with teachers, administrators, and office personnel
4. All newly registered students.
5. Student of the month
6. Visitations with nurse

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

P.S. 123Q provides written notification to all parents who require language assistance services. This notification describes the rights and responsibilities that parents have regarding translation and interpretation. It is posted in the Parent Coordinator's office which is located on the second floor. Signs directing parents to this written notification are posted in the school's main lobby and outside the main office. The Language Acquisition Plan had been implanted and addresses the procedures to follow in order to ensure that every parent receives language assistance as needed. All school secretaries are in possession of the telephone number of the translation and interpretation unit. The secretaries are also aware of which staff members are available for parents.