

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

School Name: P.S. / I.S. 127Q AEROSPACE AND SCIENCE ACADEMY
DBN (i.e. 01M001): 30Q127
Principal: MS. EVITA SANABRIA
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Superintendent: DR. PHILIP COMPOSTO
Network Leader: NANCY DIMAGGIO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Evita Sanabria	*Principal or Designee	
Victoria Farnum	*UFT Chapter Leader or Designee	
Ana Ramirez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nicole Passaretti	Member/ Chairperson	
Janell Bethelmy	Member/ Vice Chairperson	
Caitlin Rodler	Member/ Secretary	
Angela Moss	Member/ Teacher	
Kristina Seligson	Member/ Teacher	
Antonia Munoz Rehana Rana Cornelia Caraballo	Member/ Parent Member/Parent Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, 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

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, there will be a 5% increase in the number of students in grades 4-8 who increase their proficiency rating as measured by New York State Math exam.

Comprehensive Needs Assessment

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

In reviewing the 2013-2014 data, it was noted that 18.8% of our students met the state standards on the New York State Math exam.

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. Teachers will engage students in CCLS-aligned units with a concentration on the 2014-2015 Instructional Focus and feedback from the Quality Review.
2. Teachers will collaborate, develop and utilize multiple entry points of instruction for all ELLs and SWDs to support student learning aligned to CCLS.
3. Teachers will participate in grade level meetings focused on incorporating teaching practices to differentiate instruction and examining student work to inform next steps.
4. Teachers will receive professional development on various strategies for using and improving academic vocabulary in verbal/written explanations.
5. Students will be able to self-assess and articulate the quality of their work by using rubric and self-reflections.
6. Instructional Cabinet will strengthen teacher practice by examining and refining the feedback teachers receive aligned to the Danielson Framework for Teaching rubric and 8 standards of CC mathematical practice.
7. Interdisciplinary teacher teams will scaffold language demands to support the development of syntax as well as general and domain-specific academic vocabulary across all content areas.

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

1. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches, and other personnel
2. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches, and other personnel
3. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches, and other personnel
4. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches, and other personnel
5. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches, and other personnel
6. Instructional Cabinet
7. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches, and other personnel

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

1. Unit plans, lesson plans and student work will be analyzed during Common Planning through June 2015 to measure the impact of the CCLS-aligned units and Instructional Focus on student progress
2. Unit plans, lesson plans and student work will be analyzed during Common Planning through June 2015 to ensure that all students have access to the CCLS-aligned curriculum
3. Utilization of the school-wide protocol for looking at student work to inform instructional next steps and curricular modifications.
4. Instructional Cabinet will provide targeted, needs-based, differentiated professional development and monitor evidence of growth through instructional walkthroughs
5. Rubrics will be introduced at the initiation of all units of study; Teachers and the Instructional Cabinet will measure the extent to which students can improve the quality of their work based on their understanding of the rubric
6. Formal and Informal Observations, and Instructional Walkthroughs using the Danielson Framework for Teaching rubric
7. Teachers will engage in professional conversations with a shared goal during Common Planning to modify curriculum and identify practices and protocols to be utilized across disciplines

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

1. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
2. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
 - Implementation of in house PDs and sharing best instructional math practices will occur during inquiry times which are weekly (We no longer have weekly inquiry meetings).
 - Implementation of offsite PDs in Go Math & Connected Math will occur monthly/bimonthly based on PD availability.

- Teachers' formative assessments are ongoing and daily.
 - Teachers' Summative math assessments such as beginning, midyear and end of year assessments are set school wide for September, February, and June.
 - P.S./I.S. 127Q has implemented monthly school calendars that inform teachers, parents, and students of important approaching testing dates.
 - Monthly calendars also notify teachers, parents, and students of the beginning and end dates of afterschool programs, Saturday school programs, as well as any tutoring program that will commence throughout the year.
 - An essential component for proper implementation of all assessments and state exams is that the testing team ensures all teachers receive all or any testing manuals/resources that describe testing directions, conditions and accommodations in advance.
3. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Implementation of in house PDs and turnkey will occur during common planning periods which are weekly and designated PD time (Monday).
 - Implementation of in house PDs and sharing best instructional math practices will occur during inquiry times which are weekly (We no longer have weekly inquiry meetings).
 - Implementation of offsite PDs in Go Math & Connected Math will occur monthly/bimonthly based on PD availability.
 - Teachers' formative assessments are ongoing and daily.
 - Teachers' Summative math assessments such as beginning, midyear and end of year assessments are set school wide for September, February, and June.
 - P.S./I.S. 127Q has implemented monthly school calendars that inform teachers, parents, and students of important approaching testing dates.
 - Monthly calendars also notify teachers, parents, and students of the beginning and end dates of afterschool programs, Saturday school programs, as well as any tutoring program that will commence throughout the year.
 - An essential component for proper implementation of all assessments and state exams is that the testing team ensures all teachers receive all or any testing manuals/resources that describe testing directions, conditions and accommodations in advance.
 4. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
 - Implementation of offsite PDs in Go Math & Connected Math will occur monthly/bimonthly based on PD availability.
 - Teachers' formative assessments are ongoing and daily.
 - P.S./I.S. 127Q has implemented monthly school calendars that inform teachers, parents, and students of important approaching testing dates.
 - An essential component for proper implementation of all assessments and state exams is that the testing team ensures all teachers receive all or any testing manuals/resources that describe testing directions, conditions and accommodations in advance.
 5. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Teachers' formative assessments are ongoing and daily.
 - Teachers' Summative math assessments such as beginning, midyear and end of year assessments are set school wide for September, February, and June.
 - P.S./I.S. 127Q has implemented monthly school calendars that inform teachers, parents, and students of important approaching testing dates.
 - Monthly calendars also notify teachers, parents, and students of the beginning and end dates of afterschool programs, Saturday school programs, as well as any tutoring program that will commence throughout the year.
 6. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 7. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
 - Implementation of in house PDs and sharing best instructional math practices will occur during inquiry times which are weekly (We no longer have weekly inquiry meetings).
 - Implementation of offsite PDs in Go Math & Connected Math will occur monthly/bimonthly based on PD availability.

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

1. Curricular resources, professional development and common planning meetings by grade level.
2. Curricular resources, professional development and common planning meetings by grade level. Teachers will get support from ESL and Special Education teachers with scaffolding entry points for these targeted populations.
3. Meetings using student work protocol to analyze and determine next steps by grade level/department. Teachers will turnkey pertinent information they receive from out house Math PDs to their grade level colleagues in order to develop best teaching practices during weekly common planning periods.
4. Feedback to formal and informal observations will be provided on a timely basis using the *Danielson Framework for Teaching* rubric for effective teaching practices. Network staff and administration will support teachers by providing Professional Development focusing on best teaching practices and specific components from

Danielson Framework for Teaching rubric on Staff Development days where students are not in attendance.

5. Curricular resources, common planning meetings by grade level.
6. Norming the Instructional Cabinet's observation lens through the *Danielson Framework for Teaching* rubric and support from the assigned NYC DOE Talent Coach.
7. Partnership with the CUNY-NYSIEB Translanguaging Project, curricular resources, professional development and common planning meetings by grade level.

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).

- Hold an annual Title I Parent Curriculum Conference.
- Host educational family events/activities and Parent-Teacher Conferences throughout the school year.
- Encourage meaningful parent participation on School Leadership Team, Parent-Teacher Association and Title I Parent Committee.
- Support or host Family Day events.
- Encourage more parents to become trained school volunteers.
- Provide written and verbal progress reports to inform parents of student progress.
- Develop a school newsletter to inform parents about school activities, classroom instruction and student progress.
- Host bi-monthly "Coffee with the Principal" sessions to strengthen partnership and address parent concerns, needs and/or suggestion and to foster.
- Conduct workshops for parents held by the Parent Coordinator and Teachers.
- Provide ESL and technology classes for parents.
- Host parent and student activities funded through Title I Parent Involvement component.

Budget and Resource Alignment

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

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

Fair Student Funding, Title IIB Math Grant, CUNY ELL Grant

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, there will be a 5% increase in the number of students in grades 4-8 who increase their proficiency rating as measured by the New York State ELA exam.

Comprehensive Needs Assessment

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

In reviewing the 2013-2014 data, it was noted that 15.3% of our students met state standards on the New York State ELA exam.

Instructional Strategies/Activities

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

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

1. Teachers will engage students in CCLS aligned units with a concentration on the 2014-2015 Instructional Focus and feedback from Quality Review.
2. Teachers will collaborate and develop multiple entry points for instruction for all ELLs and SWDs to support student learning aligned to the CCLS.
3. Teachers will participate in grade level focused on incorporating teaching practices to differentiate instruction and examining student work to inform next steps.
4. Teachers will receive professional development on various strategies for using and improving academic vocabulary in verbal/written explanations.
5. Students will be able to self-assess and articulate the quality of their work by using rubrics and self-reflections.
6. Administration will strengthen teacher practice by examining and refining the feedback teachers receive.
7. Interdisciplinary teacher teams will scaffold language demands to support the development of syntax as well as general and domain-specific academic vocabulary across all content areas.

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

1. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches and other personnel
2. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches and other personnel
3. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches and other personnel
4. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches and other personnel
5. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches and other personnel
6. Instructional Cabinet
7. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches and other personnel

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

1. Unit and lesson plans will be examined during Common Planning Meetings through June 2015 to measure the impact of the CCLS-aligned units and Instructional Focus on student progress
2. Unit and lesson plans will be examined during Common Planning and Inquiry Team Meetings through June 2015 to ensure that all students have access to the CCLS-aligned curriculum
3. Utilization of the school-wide protocol for looking at student work to inform instructional next steps and curricular modifications
4. Instructional Cabinet will provide targeted, needs-based, differentiated professional development and monitor evidence of growth through instructional walkthroughs
5. Rubrics will be introduced at the initiation of all units of study; Teachers and the Instructional Cabinet will measure the extent to which students can improve the quality of their work based on their understanding of the rubric
6. Formal and Informal Observations, and Instructional Walkthroughs
7. Teachers will engage in professional conversations with a shared goal during Common Planning Meetings to modify curriculum and identify practices and protocols to be utilized across disciplines

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

1. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
2. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
 - Implementation of in house PDs and sharing best instructional ELA practices will occur during grade meetings which are weekly.
 - Implementation of offsite house PDs in Expeditionary Learning & Core Knowledge will occur monthly/bimonthly based on PD availability.
 - Teachers' formative assessments are ongoing and daily.
 - Teachers' summative ELA assessments such as beginning, midyear and end of year assessments are set school wide for September, February, and June.

- P.S./I.S. 127Q has implemented monthly school calendars that inform teachers, parents, and students of important approaching testing dates.
 - Monthly calendars also notify teachers, parents, and students of the beginning and end dates of afterschool programs, Saturday school programs, as well as any tutoring programs that will commence throughout the year.
 - An essential component for proper implementation of all assessments and state exams is that the testing team ensures all teachers receive all or any testing manuals/resources that describe testing directions, conditions and accommodations in advance.
3. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
 - Implementation of in house PDs and sharing best instructional ELA practices will occur during grade meetings which are weekly.
 - Implementation of offsite house PDs in Expeditionary Learning & Core Knowledge will occur monthly/bimonthly based on PD availability.
 - Teachers' formative assessments are ongoing and daily.
 - Teachers' summative ELA assessments such as beginning, midyear and end of year assessments are set school wide for September, February, and June.
 - An essential component for proper implementation of all assessments and state exams is that the testing team ensures all teachers receive all or any testing manuals/resources that describe testing directions, conditions and accommodations in advance.
 4. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
 - Implementation of in house PDs and sharing best instructional ELA practices will occur during grade meetings which are weekly.
 - Implementation of offsite house PDs in Expeditionary Learning & Core Knowledge will occur monthly/bimonthly based on PD availability.
 - Teachers' formative assessments are ongoing and daily.
 - Teachers' summative ELA assessments such as beginning, midyear and end of year assessments are set school wide for September, February, and June.
 - An essential component for proper implementation of all assessments and state exams is that the testing team ensures all teachers receive all or any testing manuals/resources that describe testing directions, conditions and accommodations in advance.
 5. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Teachers' formative assessments are ongoing and daily.
 - Teachers' summative ELA assessments such as beginning, midyear and end of year assessments are set school wide for September, February, and June.
 - P.S./I.S. 127Q has implemented monthly school calendars that inform teachers, parents, and students of important approaching testing dates.
 - Monthly calendars also notify teachers, parents, and students of the beginning and end dates of afterschool programs, Saturday school programs, as well as any tutoring programs that will commence throughout the year.
 - An essential component for proper implementation of all assessments and state exams is that the testing team ensures all teachers receive all or any testing manuals/resources that describe testing directions, conditions and accommodations in advance.
 6. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 7. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
 - Implementation of in house PDs and sharing best instructional ELA practices will occur during grade meetings which are weekly.
 - Implementation of offsite house PDs in Expeditionary Learning & Core Knowledge will occur monthly/bimonthly based on PD availability.

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

1. Curricular resources, professional development and common planning meetings by grade level. Literacy coaches and teachers will turnkey pertinent information they receive from offsite house ELA PDs (Core Knowledge K-2 & Expeditionary Learning 3-8) to their grade level colleagues in order to develop best teaching practices during weekly common planning periods.
2. Curricular resources, professional development and common planning meetings by grade level. Teachers will get support from ESL and Special Education teachers with scaffolding entry points for these targeted populations.
3. Team meetings using student work protocol to analyze and determine next steps by grade level/department. Literacy coaches will turnkey pertinent information they receive from out house Core Knowledge (K-2) / Expeditionary Learning (3-8) PDs to their grade level colleagues in order to develop best teaching practices during weekly common planning periods and/or inquiry times. CUNY/Translanguaging program for ELLs
4. Feedback to formal and informal observations will be provided on a timely basis using the *Danielson Framework for Teaching 2013* rubric for effective teaching practices. Network staff and administration will support teachers by providing Professional Development in new the math curricula for teachers on Staff Development days where students are not in attendance.
5. Curricular resources, professional development and common planning meetings by grade level.
6. Norming the Instructional Cabinet's observation lens through the *Danielson Framework for Teaching* rubric and support from the assigned NYC DOE Talent Coach
7. Partnership with the CUNY-NYSIEB Translanguaging Project, curricular resources, professional development and common planning meetings by grade level. P.S./I.S.

127Q will implement a Response to Intervention (RTI) for grades K-5.

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).

- P.S./I.S. 127Q will provide parent workshops on ELA content as it relates to CCLS.
- Host educational family event/activities and Parent-Teacher Association Meetings
- Encourage meaningful parent participation on School Leaderships, Parent-Teacher Association and Title 1 Parent Committee.
- Support or host Family Day Events.
- Host bi-monthly "Coffee with the Principal" sessions to strengthen partnership and address parent concerns, needs and suggestions.
- Provide ESL and technology classes for the parents.
- Conduct workshops for parents held by teacher teams or the Parent Coordinator.
- Provide ESL and technology classes for parents.
- Host parent and student activities funded through Title I Parent Involvement component.

Budget and Resource Alignment

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

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

Fair Student Fund, NYSTL, PreK Program, CUNY ELL Grant

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, there will be a 1% improvement in 'student progress' as measured by the K-8 School Quality Snapshot.

Comprehensive Needs Assessment

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

In the 2013-2014 K-8 School Quality Snapshot, P.S./I.S.127Q received an overall score 38.1 in Student Progress; 56.0 in the English median adjusted growth percentile and 62.0 in the Math median adjusted growth percentile.

Instructional Strategies/Activities

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

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

1. Deepen an understanding of teacher effectiveness by utilizing the *Danielson Framework for Teaching* rubric.
2. Engage teachers and staff in targeted professional development aligned to the NYC DOE citywide instructional expectations, instructional focus and feedback from Quality Review.
3. The Instructional Cabinet will identify and support inter-visitations to lab-sites in an effort to highlight best practices aligned to the *Danielson Framework for Teaching* rubric.
4. Teacher teams will participate in Common Planning using a school-wide protocol to examine student work and decide upon next steps that inform teaching practices.
5. Administration will strengthen teacher practice by examining and refining the feedback teachers receive.

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

1. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches and other personnel
2. Administration, Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches and other personnel
3. Instructional Cabinet
4. Classroom teachers, ESL teachers, Special Education Teachers, Literacy Coaches and other personnel
5. Administration

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

1. Instructional Cabinet will provide targeted, needs-based, differentiated professional development and monitor evidence of growth through instructional walkthroughs.
2. Instructional Cabinet will provide targeted, needs-based, differentiated professional development and monitor evidence of growth through instructional walkthroughs.
3. Instructional Cabinet will provide targeted, needs-based, differentiated professional development and monitor evidence of growth through instructional walkthroughs.
4. Teachers will engage in professional conversations with a shared goal during Common Planning to modify curriculum and identify practices and protocols to be utilized across disciplines.
5. Formal and Informal Observations, and Instructional Walkthroughs.

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

1. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - a. Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
2. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - a. Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
 - b. Implementation of in house PDs and sharing best instructional ELA & Math practices will occur during grade meetings which are weekly.
 - c. Implementation of offsite house (out house doesn't read well maybe off site?) PDs in Expeditionary Learning, Core Knowledge, Go Math & Connected Math will occur monthly based on PD availability.
 - d. P.S./I.S.127Q has implemented monthly school calendars that inform teachers, parents, and students of important approaching testing dates.
 - e. An essential component for proper implementation of all assessments and state exams is that the testing team ensures all teachers receive all or any testing manuals/resources that describe testing directions, conditions and accommodations in advance.
3. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.
 - a. Implementation of in house PDs and turnkey will occur during common planning periods which are weekly.
 - b. Implementation of in house PDs and sharing best instructional ELA & Math practices will occur during grade meetings which are weekly.
 - c. Implementation of offsite house (out house doesn't read well maybe off site?) PDs in Expeditionary Learning, Core Knowledge, Go Math & Connected Math will occur monthly based on PD availability.

d. Implementation of Inter-visitations to observe best practices in action.

4. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.

5. The timeline for implementation of annual goal will commence starting September 2014 through June 2015.

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

1. Curricular resources, professional development, common planning meetings by grade level, and inquiry team meetings by grade level/department.

2. Curricular resources, professional development, common planning meetings by grade level, and inquiry team meetings by grade level/department.

3. Feedback to formal and informal observations will be provided on a timely basis using the *Danielson Framework for Teaching* rubric for effective teaching practices.

4. Curricular resources, common planning meetings by grade level, and inquiry team meetings by grade level/department.

5. Norming the Instructional Cabinet's observation lens through the *Danielson Framework for Teaching* rubric and support from the assigned NYC DOE Talent Coach.

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).

- P.S./I.S.127Q will provide parent workshops on ELA and Math content as it relates to CCLS.
- Host educational family event/activities during Parent-Teacher Association Meetings.
- Encourage meaningful parent participation on School Leaderships, Parent-Teacher Association and Title 1 Parent Committee.
- Support or host Family Day Events
- Host bi-monthly "Coffee with the Principal" sessions to strengthen partnership and address parent concerns, needs and suggestions.
- Provide ESL and technology classes of the parents.
- Conduct workshops for parents held by teacher teams or the Parent Coordinator.
- Provide ESL and technology classes for parents.
- Host parent and student activities funded through Title I Parent Involvement component.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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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.

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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.)
<p>ELA</p>	<p>Fountas and Pinnell Leveled Literacy Intervention (LLI) provides systematically designed lessons to support both reading and writing development for struggling K-2 students. Lessons in this system provide specific instruction in phonics, word work, comprehension and writing. Throughout these lessons, students will read various fiction and non-fiction books, write about what they are reading, and receive explicit instruction in phonics and word study. LLI is designed for students who do not qualify for 1:1 instruction, but are still below grade level. This intervention provides early identification of students in need of additional support through assessment and small group instruction, while maintaining the least restrictive environment for students, but yet bridging the achievement gap. To supplement this program in phonics, Words Their Way & Foundations, programs are also incorporated. The goal of the intervention program is to bring students to grade level reading competency in about a 10 week time frame.</p>	<p>Fountas and Pinnell Leveled Literacy Intervention (LLI) is designed for small group instruction consisting of 5 students. This intervention service is given to the targeted group 3 times per week.</p>	<p>This service will be provided during school hours.</p>

	<p>The Crosswalk Coach for the Common Core State Standards is a reading intervention program used in grades 3-5 from Triumph Learning. It accurately diagnoses students' areas of weakness and is designed in a way where the lessons are scaffolded and the progress from modeled & guided practice, to independent practice gradually removes the teacher support as the students move through each of targeted common core skills. The program also includes both diagnostic and summative assessments. The combination of both assessment and instruction, work effectively together to make sure students gain a concrete understanding of the key common core reading skills through exercising their higher-order thinking ingenuity. The goal of the intervention program is to improve students' comprehension in about a 10 week time frame.</p>	<p>The Crosswalk Coach for the Common Core State Standards is designed for small group instruction consisting of 5 students. This intervention service is given to the targeted group 3 times per week.</p>	<p>This service will be provided during school hours.</p>
<p>Mathematics</p>	<p>The intervention program, Think Central by Go Math is currently being used for math intervention in grades 3-5. This intervention program is designed for students who need extra support to meet grade-level common core math requirements. Lesson topics have been carefully sequenced so students move from basic skills to more complex content. These lessons are highly scaffolded and the lessons are designed specifically to support struggling students. The program includes prerequisite skills inventory, beginning of the year assessments, benchmark exams, and post tests to track students' progress. The combination of both assessment and instruction work effectively to make sure students gain a concrete understanding of key math concepts. The goal of the intervention program is to improve students' math competency by focusing on the key math foundational skills in about a 10 week time frame.</p>	<p>Go Math is designed for small group instruction consisting of 5 students. This intervention service is given to the targeted group 3 times per week.</p>	<p>This service will be provided during school hours.</p>
<p>Science</p>	<p>Science teachers have been trained in methods of differentiating instruction</p>	<p>Small group</p>	<p>Small group</p>

	<ul style="list-style-type: none"> • They collaborate with grade level teachers in order to identify students in need of AIS and their areas of need and strength • They facilitate small group instruction during the day and during our extended day program <p>Our AIS work in Science is evolving.</p>		
<p>Social Studies</p>	<p>Social studies teachers have been trained on how to use data in order to differentiate instruction for our students in need of academic Intervention based on NYS Social Studies standards</p> <ul style="list-style-type: none"> • Teachers confer one on one with students in order to model skills and strategies • Technology (SMART Boards, document cameras, laptops, are often used to best meet the needs of all learners) • Parents of our students in need of Academic Intervention receive letters and phone calls indicating areas of concerns with appropriate support strategies • They facilitate small group instruction during the day and during our extended day program • Our AIS work in Social Studies is Evolving. 	<p>Small group</p>	<p>This service will be provided during school hours.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Guidance Counselor provides mandated counseling services. • Guidance Counselor provides at-risk counseling. • Guidance Counselor provides guidance and counseling services students and parents in crisis. • As a member of the Pupil Personnel Team (PPT) provides consultation to teachers, observe class dynamics and recommend strategies to support students. • Guidance Counselor provides crisis intervention and conflict resolution for students K-8. 	<p>Small group and individual</p>	<p>This service will be provided during school hours.</p>

- Guidance Counselor works with parents, students and staff to promote student academic career, personal, social and emotional development.
- Guidance Counselor provides individual guidance and group orientation sessions to parents of 8th grade students on the process of high school application and articulation.
- Guidance Counselor provides sessions for students in fifth grade on “Social Problem Solving Skills”.

- School Psychologist conducts all psycho educational evaluations.
- School Psychologist as a member of the Pupil Personnel team (PPT) collaborates with school staff in the development and implementation of strategies to address educational and social emotional needs in order to improve school performance.
- School Psychologist collaborates with teachers, parents and administrators on all Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).
- School Psychologist collaborates with teachers, administrators and parents to find effective solutions to learning and behavior problems.
- School Psychologist supports staff in understanding child development and how it affects learning and behavior.
- The School Psychologist strengthens working relationships amongst teachers, parents and service providers in the community.
- School Psychologist provides short-term at-risk and crisis counseling to resolve interpersonal or family issues.
- School Psychologist work directly with children and their families to

help resolve adjustment related problems.

- School Psychologist conducts observations in the classroom to gain an understanding of challenges and struggles some children may be faced with in the class environment. The school psychologist makes suggestions to teachers on how to address these challenges in order to improve student functioning.
- School Psychologist conducts outreach to parents in order to assist in the development of social skills in and outside school.
- School Psychologist helps students with social skills development, anger management and coping strategies.
- School Psychologist collaborates with school staff and community agencies to provide services directed at improving social emotional health.
- School Psychologist develops partnerships with parents and teachers to promote healthy school environments.
- School Psychologist use evidence-based research to develop or recommend effective interventions for at-risk students.
- School Psychologist teaches parents and educators skills to address behavior problems.
- School Psychologist assesses the effectiveness of academic and behavior management programs.
- School Psychologist provides crisis intervention for students in distress to offer support and develop preventative strategies.
- School Psychologist advocates for the needs of individual students both within and outside of the school setting.

- The Social Worker conducts Social History evaluations.
- Social Worker supports staff and parents in understanding child development and how it affects learning and behavior.
- Social Worker strengthens working relationships amongst teachers, parents and service providers in the community to create the best possible learning environment for students.
- Social Worker provides regular, at-risk counseling to help resolve interpersonal or family problems that interfere with school performance.
- Social Worker collaborates with teachers, parents and administrators on all Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).
- Social Worker, as a member of the Pupil Personnel team (PPT), collaborates with school staff in the development and implementation of strategies to address social emotional needs in order to improve school performance.
- Social Worker conducts observations in the classroom to gain an understanding of the challenges and struggles children are faced with in the class environment so suggestions can be made to teachers on how such challenges should be addressed in order to improve student functioning.
 - Social worker responds to PPT referrals by conducting observations in the classroom, determining necessary interventions and

	<p>recommending appropriate services.</p> <ul style="list-style-type: none">• Social Worker helps students develop social skills, anger management and coping strategies.• Social Worker collaborates with school staff and community agencies to provide services directed at improving social emotional and physical health.• Social Worker develops partnerships with parents and teachers to promote healthy school environments.• Social Worker uses evidence based research to develop or recommend effective interventions for at-risk students.• Social Worker teaches parents and educators skills to address behavior problems.• Social Worker assess the effectiveness of academic and behavior management programs.• Social Worker helps teachers and parents understand and effectively address a child's problems.• Social Worker provides crisis intervention with students in distress to offer support and develop preventative strategies.• Social Worker advocates for the needs of individual students both within and outside of the school setting.• Social Worker helps families access mental health community resources and services.<ul style="list-style-type: none">• Members of the School Support Team (SST) attend a weekly, principal run book club focusing on behavior issues. The purpose is to equip the participants with strategies that they can turnkey to teachers and other school staff and assist in the implementation of these strategies. Professional development will be provided by		
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	<p>SST to school staff,</p> <ul style="list-style-type: none">• Advisory program for Middle School students (grades 6-8) using the curriculum <i>Overcoming Obstacles</i>. Students are grouped based on age (grade) and gender to foster an open environment where they are comfortable discussing age-related issues such as self-esteem, bullying and respect.• Two representatives (male and female) from the Community Based Program, Elmcot You & Adult Activities, also directs two 7th grade gender based groups in the discussion and activities through the evidence-based program, <i>Life Skills Workshop</i>.• Two after-school programs are available to students, Arts & Literacy program and NY Tennis League.• School Nurse provides individual guidance and strategies to students identified at risk in personal or physical hygiene. <p>School Nurse contacts parents and provides orientation on appropriate personal care and hygiene according to the students' development and age.</p>		
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**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.
<ul style="list-style-type: none"> • The school reviews the Open Hire and Excess list to identify and interview certified teachers. • The school verifies each candidate's credentials with our network's HR Director to ensure that candidates hold valid NYS certification in the license area. • The school periodically reviews the BEDS survey in consultation with the network HR Director to ensure that all teacher assignments are aligned to the appropriate license area and reported as Highly Qualified. • The school participates in hiring fairs presented by the NYC Department of Education to recruit and interview prescreened candidates. • The school posts for vacancies with the Department of Education website. • The school includes an oral and written interview in English and Spanish for all Bi-lingual and dual-language candidates seeking teaching positions. • The school partners with local colleges and universities for highly qualified candidates to fill positions in shortage areas. • The school ensures that candidates participate in a rigorous interview process that includes a demo lesson that is followed up by a self-evaluation to determine the teacher's strengths and areas for professional development. • The school provides access to a professional library in the Teacher Center that promotes effective practices and supports teacher assignments and retention. • Teacher Development Coach visits and provides professional development focusing on components from Danielson Framework for Teaching to support teacher practice, assignments and retention. • The principal consults with the network HR Director for guidance to ensure that non-HQT teachers take necessary actions to meet all requirements and deadlines.

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).
<ul style="list-style-type: none"> • Strategic scheduling with built in common planning time and inquiry time. • Literacy Coaches to support classroom instruction. • Support from Children's First Network 202. • Professional development aligned to Danielson Framework of Teaching directed by instructional cabinet. • Teachers attend Summer Institute professional development that supports the alignment of curriculum to CCLS. • Mentoring and coaching for first year teachers to support retention. • On Mondays teachers attend an eighty minute, Common Core aligned, professional development session that is led and run by identified teachers who demonstrate mastery of specific best practices. • UFT Teacher Center – provides teachers with opportunities for professional development based on instructional needs to support assignments.

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.).
<ul style="list-style-type: none"> • Purchase school supplies and school uniform as needed. • Parent Workshops addressing following topics: 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 support their children at home. • Special Events – November Fest, Movie Night, Coffee with the Principal. • After School Test Prep program. • NY Tennis League After School program.

- Arts & Literacy Program.

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.).

Parent Involvement Activities:

- *Kindergarten Orientation:* All Pre K families are invited to a Kindergarten workshop. At this workshop families are given the opportunity to learn more about our instructional approach and curriculum.
- *Kindergarten Tours for SWD:* Students and families with disabilities are given an opportunity to tour our school building and facilities before the school year begin. Families are then introduced to key stakeholders such as the Principal, Assistant Principal and the Parent Coordinator.
- Pre-K parents are included in all parent events throughout school year where parents are introduced to common core aligned curriculum, classroom teacher, school wide expectations, and become familiar with other school support staff.

Aligned Curriculum:

- Pre-Kindergarten teachers participate in Professional Learning Workshops (PLW) with other K-8 teachers. At these PLW, teachers discuss and plan comprehensive lessons. This also supports in vertical planning within the building.
- Classroom teachers are highly qualified and attend professional development throughout academic school year.

Early Intervention Services:

- AM/PM Pre-K program
- At risk students are identified to determine next steps and support for following academic school year.
- Pre K teachers assess their students on an on-going basis using several universal screening tools to ensure that all students receive the services needed.
- Pre-K parents are included in all parent events throughout school year where parents are introduced to curriculum, classroom teacher, school wide expectations, and become familiar with other school support staff.
- Classroom teachers are highly qualified and attend professional development throughout academic school year.
- At risk students are identified to determine next steps and support for following academic school year.

Measures to Include Teachers in Decisions Regarding Assessments

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

- Instructional Cabinet considers curricular resources and determines the assessments that will measure student progress and achievement
- Administration invites teachers to identify the assessments that will best support their efforts to collect data that will ensure data-driven instructions
- After a cycle of data collection and analysis, the Instructional Cabinet elicits feedback regarding the impact that the assessment system had on teachers' instructional practice and students' academic performance
- The Instructional Cabinet and teachers collaborate to make adjustments to the assessment system accordingly as per student academic performance
- *Measures of Student Learning (MOSL):* administration collaborates with a school based committee of teachers to make decisions about the best local measures for our school building.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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, P.S./I.S. 127Q, 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. P.S./I.S.127Q firmly acknowledges that strengthening student academic achievement requires the active participation of parents, supporting the efforts of students and faculty. P.S./I.S. 127Q 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; P.S./I.S.127Q has planned events to encourage and foster parent support and participation – high school fairs and seminars, support and educational workshops, awards nights, safety meeting and New York State Testing meeting.
- providing assistance to parents in understanding City, State and Federal standards and assessments; the assistant principals for grades 3-5 and 6-8 host an evening meeting to address ELA and Math state exams, along with new changes as assessments are aligned with the CCLS.
- 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;
- Academic Outreach: assist parental involvement in students' academic progression, P.S./I.S.127Q holds three Parent/Teacher Conferences during the school year in the months of November, March and May. To enhance understanding of the expanse of the curriculum as well as academic course requirements, we schedule a "Meet the Teacher" for parents during which they meet the faculty at the onset of the school year and learn faculty expectations to achieve a strong academic performance. Faculty members also communicate and/or meet with families on Tuesdays to update them on learning expectations and academic performance.
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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; . Current and upcoming workshops at P.S./I.S.127Q include: Immigration Reform by NYC Citizenship in Schools, Parent Nutrition Workshop by Cornell University, Cool Culture Pre-K to K by Literacy Without Walls, NYState of Health by Child Health Plus, Parent ESL Classes, Parenting Skills Workshops and Coffee with the Principal.
- 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;

P.S./I.S. 127Q 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; such as: The Fall Harvest Festival, November Fest, International Night, Spring Festival, International Mother Language Day, Movie Night, etc.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 30Q127

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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$748,845.90	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	\$109,599.00	X	See action plan
Title III, Part A	Federal	\$58,992.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$7,025,200.00	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 30	Borough Queens	School Number 127
School Name Aerospace and Science Academy		

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 Evita Sanabria	Assistant Principal Ayanna Greenidge
Coach April Saenz	Coach Theresa Janousek
ESL Teacher Kathy Smolinski, ESL	Guidance Counselor Theresa Cruz
Teacher/Subject Area Sofia Kourounis	Parent Farhana Mobin
Teacher/Subject Area Nicole Passaretti	Parent Coordinator Lincia Hamilton
Related Service Provider Marisol Yascual, SETTS	Other Eduardo Calderon .A.P.
Network Leader(Only if working with the LAP team) N. DiMaggio	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	15	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	11	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	3
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	10	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	9	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1406	Total number of ELLs	506	ELLs as share of total student population (%)	35.99%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	1	1	1	1	0	0	0	0					4
Dual Language <small>(50%:50%)</small>	1	1	1	1	1	0	0	0	0					5
Freestanding ESL														
self-contained	1	2	1	1	1	1	1	0	0					8
Push-In	1	1					1	1	1					5
Total	3	5	3	3	3	1	2	1	1	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	506	Newcomers (ELLs receiving service 0-3 years)	335	ELL Students with Disabilities	90
SIFE	7	ELLs receiving service 4-6 years	128	Long-Term (completed 6+ years)	43

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	75	0	2	2	0	0	0	0	0	77
Dual Language	49	0	2	8	0	0	0	0	0	57
ESL	211	4	32	118	3	37	43	0	17	372

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	335	4	36	128	3	37	43	0	17	506
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	0	23	24	16	15	0	0	0	0					78
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	23	24	16	15	0	78							

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE Spanish	14	9	12	12	14	9	12	16	4	16	0	0	0	0	0	0	0	0	56	62
SELECT ONE Urdu	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	3
SELECT ONE Other	2	3	0	4	0	3	0	1	0	2	0	0	0	0	0	0	0	0	2	13
TOTAL	16	13	12	16	14	12	12	19	4	18	0	58	78							

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 156

Number of third language speakers: 16

Ethnic breakdown of EPs (Number):

African-American: 3

Asian: 0

Hispanic/Latino: 140

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 13

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	33	57	30	22	29	34	49	20	25					299
Chinese	0	2	1	0	0	1	0	0	0					4
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	6	3	3	4	0	3	3	1	4					27
Urdu	1	0	1	1	0	1	0	1	0					5
Arabic	2	1	1	2	0	4	2	2	3					17
Haitian	1	0	0	0	0	0	0	0	0					1
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	1	0	0	1	1	0	0	0	0					3
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other	2	2	1	1	1	1	0	0	0					8
TOTAL	46	65	37	31	31	44	54	24	32	0	0	0	0	364

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)	17	5	10	3	16	7	10	3	5					76
Intermediate(I)	7	48	33	22	15	12	11	2	7					157
Advanced (A)	37	44	26	31	15	25	32	18	17					245
Total	61	97	69	56	46	44	53	23	29	0	0	0	0	478

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	28	10	1	0	39
4	26	10	0	0	36
5	43	6	0	0	49
6	17	5	0	0	22
7	26	3	0	0	29
8	13	5	0	0	18
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		30		15		0		0	45
4		23		12		4		2	41
5		48		4		2		0	54
6		18		6		0		0	24
7		27		2		1		0	30
8		14		4		0		0	18
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		10		20		14	44
8		5		9		3		1	18

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

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)	0	1	0	4	0	1	3	12
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.
At P.S.127, we use the Fountas and Pinnell assessment tool in order to assess the literacy skills of all students. We administer this assessment tool at the beginning of the school year, then, we follow a cycle of assessing our students after six weeks of instruction. This screener help teachers determine student's independent as well as instructional reading levels . In addition, teachers are able to

identify the knowledge deficit of our students and create a data action plan to address the gaps in our students learning. The Fountas and Pinnell assessment gauges a student's reading accuracy, self-correction ratio, levels of fluency, comprehension, and their writing ability. This screener also provides optional assessment, such as phonics, word analysis, and vocabulary assessments.

After analyzing the initial benchmark assessment data, we noticed that most of our ELL students are not reading on grade level in English. We deem that this is due to the limited years in an English Language School System (ELSS), and insufficient amount of prior knowledge and vocabulary. To help our students reach grade level capacity we have modified our instructional practices. Teachers in all classes are now creating differentiated lessons based on each student's needs and implementing scaffolding academic vocabulary in order to support students' in each content area. We have also implemented sheltered instruction practices in all classroom which includes the following: visuals, manipulatives, and realia. The Sheltered Instructional practices is a research based model that many mainstream teachers use to better instruction with ELLs. This model makes academic content comprehensible and encourage language learning by highlighting key features of English language, which we believe will support our students in the learning process.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
An analysis of the data reveals that 51% of our students are advanced, 32.8% are intermediate, and 15.8% of our students are beginners. We also realized that as a school we have double the amount of ELL students in the lower grades, compared to the middle school. Currently, in 1st grade we have 97 ELL students and 29 ELL students in our 8th grade. This concentration in the lower grades is the result of an influx of new immigrant families to the community, and the closing of one neighborhood parochial school. Taking the above factors into consideration, our school needs to focus on early literacy for kindergarten and grade one. The emphasis of the literacy program should be on all four modalities of English Language learning with academic rigor. We have implemented the Fountas and Pinnell LLI program to provide intervention that will improve the sight word recognition and oral reading fluency of our ELLs. We also noticed that the advanced students are mostly in grades four through six. Since our students in the lower grades have been receiving intensive targeted instruction they are able to reach proficient levels upon entering the upper grades.
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 [AMAQ tool](#))
While analyzing this exam across modalities we noticed a dominant pattern which was, our students excelled in listening and speaking but not reading and writing. This finding has significant implications on our approach to teaching our students. After analyzing this data we have created a P.S.127 essentials of instruction, for teaching ELL students. At our school we recommend that teacher adhere to the following when teaching ELL students:
 1. Create a hook before teaching: During the lesson introduction, we suggest that teachers begin with an engaging activity that involves students interest
 2. Build background knowledge: We challenge teachers to build context for our students. We believe that words alone on a page will not hold meaning for students in the early stages of language acquisition therefore we recommend that our teachers use videos.
 3. Vocabulary Development: We advise that our teacher select the important words for our students and explicitly teach these words to our students. While teaching these words we also recommend that teachers match actions with words to convey meaning. In addition, teachers should show students how to use these words and give students the opportunity to use these words.
 4. Limit teacher to student talk: We also advise that teachers prepare questions that provoke a provocative class discussion for all students. By preplanning these questions, this allows for an authentic conversation to take place between students and support the thinking process of our students. We believe that this will then transfer over to supporting our students with writing because the prerequisite skill for writing is thinking.
 5. Provide feedback: In order for our students to transcend their academic level, we strongly believe that teachers must give the gift of daily feedback. Effective feedback is actionable, and specific. We believe that effective feedback from a teacher is what separates a beginner ELL student from an Advance ELL student.
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?

It is evident that reading and writing are posing the most challenge to our ELL population at PS 127. Therefore, our goal is to have the students reach proficiency level in reading and writing after three years of service. With concerted efforts from teachers of language and content areas, our ELL students will be able to increase literacy skills while developing strong listening and speaking capabilities. This year

we will continue to use the Leveled Literacy Intervention by Fountas and Pinnell which has been proven successful . An ELL service provider will utilize this program to provide differentiated instruction based on the various levels of the ELL students. In addition, all of our ELL students will receive instruction from an ESL teacher. These teachers will teach students through ESL strategies and provide linguistic summaries for students when needed. By engaging in intensively supportive lessons on each level, young readers will have the opportunity to expand their reading and writing abilities.

While analyzing the data from the NYS exam we noticed a salient pattern with students who are ELL.

ELA:

79.30% of students scored a 1, 20.2% of students scored a 2, 0.5% of students scored a 3, and 0% scored a 4. We believe that majority of our students scored level 1 and level 2 due to the changes in the state exam and the fact that most of these students who took the exam were in an English Language Schools System (ELSS) for less than two years. From looking at this data along with the assessments, we were able to see the skills that our students struggle with, which are understanding figurative language, inferencing, and drawing conclusions. Informed with this information, we have notified all key stakeholders about our findings . In order to bridge this gap, we have developed school wide systematic plans to assist students with understanding these skills. In addition, we have implemented school wide action plans which will inform us before the state exam as to whether or not our students have mastered these skills. We believe that with our teachers setting objectives and providing immediate feedback to students, using nonlinguistic representations, cues, questions, advance organizers, using ESL strategies and providing linguistic strategies, that this will yield gains in students learning . In order to enhance our home school connection, we have provided workshops to assist parents in understanding the data and ways they can help their children in these areas at home as well as on state exams. Presently, we are in the process of creating an after-school program for students to specifically enhance the identified skills as well as an after school program specifically for beginners and intermediate students.

Math:

The results of the NYS Mathematics showed that 76% of our ELL students scored 1, 20% scored a 2, 3% scored a 3 and 1% scored a 4. Two students from the 4th grade scored a 4. When we compared this data to the years before we saw a decrease in the number of students scoring a 3 or a 4. We believe that this is due to the changes in the state exam. In the past, students were able to successfully perform mathematical tasks without relying solely upon their English reading and writing skills however this is no longer possible due to the 6 major shifts of the common core standards in Math. In order to address the learning problem in our school we are providing support to our mathematics teachers, as well as our content area teachers, in teaching Math to ELL students. In addition, we are working with our teachers regarding making the content accessible to all students. It is evident that our ELL students are struggling with identifying the critical information from the extraneous information in a word problem, so they are yielding incorrect solutions even though they are aware of the operation.

Science:

The results for the NYS Science assessment showed 8% of ELL students scored a 1, 30% scored a 2, 37% scored a 3 and 25% scored a 4. This is due to the instructional approach in this content area in which hands-on experiments are conducted along with usage of visuals and realia, both in the science classroom and in the science labs. In the past years we had a higher percentage of students who scored at level 2 in Science. However we were able to have most of our students score a 3 in this content area. In order to move students who scored a 2 in the past to a 3, we had to provide intensive academic language and hands-on experiments. As we move forward, we will continue to improve the performance of our beginning students in this area by providing native language academic vocabulary in addition to the hands-on experiments. Spanish editions of the Glencoe Science books used in 6th, 7th, and 8th grades and the McGraw-Hill Science books used in 4th and 5th grades are available to our ELL students to help them develop both cognitive ability and science vocabulary. For our ELL students with literacy in L1s other than Spanish, we provide science glossaries in their native languages. The ELLs in this group have a wide range of ability levels, so we will continue to create tasks and experiments to give students of mixed proficiency the time to interact with more proficient students.

Our science teachers at P.S. 127 will continue to receive professional development sessions on ELLs and the teaching of science offered by the Office of English Language Learners and BETAC. Equipped with knowledge of ELL methodologies our science teachers will be able to engage our ELL students through a hands-on inquiry based scientific approach. This approach provides excellent opportunities for enrichment, reinforcement, and independent study. They encourage learners to simultaneously develop problem-solving strategies, disciplinary knowledge and research skills. In addition, our science teachers will continue utilizing the QTEL approach to scaffold the scientific learning of ELL students. The QTEL approach provides high-challenge, high-support learning opportunities designed to raise student achievement. These approaches stimulate critical thinking and enable students to be more engaged in their learning. These skills can help our ELLs in science as well as other content areas.

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

(see [RTI Guide for Teachers of ELLs](#).)

Our school is constantly analyzing data for all subgroups. We do this through the use of formative assessments (exit tickets), interim assessments and summative assessments. The data that we collect inform the decisions made in and out of the classroom. If we realize that a student is struggling with a concept after a lesson, the teacher's first step is to reteach this concept using a different strategy. If this does not yield the anticipated results, the teacher then consult with a coach or a critical friend to see if there is another approach that can be used. In teacher teams our teachers analyze, and identify strategies and tactics needed to move children to the next level. Teachers come to these analysis meeting with the child's assessment in their hands because we believe that by examining the raw data this provides more information about the gaps in learning. If students are still not making adequate gains, our next step is to have this student work in small groups with the ESL service provide. Reducing the class size typically yields to significant growth. If this approach does not work our next steps is usually to place this child in RTI tiers 3. Many students are typically not refer to RTI tier 3 due to the proven success of tier 2 interventions.

An example of what RTI looks like in our school

RTI: Tier 1

Teachers ensure that students are provided ongoing and appropriate instruction in academic language use in the native language and/or in English. Integrate academic language development into core instruction across subject areas.

Scaffold language and opportunities to respond. Scaffolding language includes paraphrasing key words, providing opportunities to extend answers, supporting language by using familiar synonyms (e.g., "that is also like...") and familiar antonyms (e.g., "that is also different from..."), reframing students' responses, confirming aspects of the answer that are correct, and providing language supports to further explain aspects that require refinement.

RTI: Tier 2

Teachers provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed. These interventions can be effectively implemented as early as 1st grade, as well as for more mature readers with reading difficulties.

Teachers ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 30 minutes each day.

RTI: Tier 3

Intervention is provided by a highly trained ESL provider and the provider uses a different research based program with the students.

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

Research has consistently shown the importance of building a child's first language as they develop a second language. In order to ensure that a child's second language development is considered we allocate the first week of school towards assessing our students. After assessing our students, we then analyze the data to determine the language allocation for each classroom. Currently we offer several educational programs for ELL students which are all based on our students' language proficiency. We currently offer transitional bilingual, two-way bilingual education (dual language), ESL self contained classrooms and ESL push in services. Students who receive ESL services receives support from an ESL provider in their classroom. The ESL providers scaffolds the content but only uses English to educate these students. Our other program, which is the transitional bilingual program uses the students's native language to a degree, but the focus is on students' English acquisition as quickly as possible. The dual language program pushes the development of our students even further by supporting fluency in both English and the native language within classrooms that enroll both native English speaking student and ELLs. The instructional component of these programs are also tailored based on the students levels. For students who are beginners they receive 1 Native Language Arts and 2 English as Second Language. Students who are intermediate receive 1 Native Language Arts, 2 English as a Second Language, and for students who are advanced they receive 1 Native Language Arts, 1 English as a Second Language and 1 English Language Arts, this is as amended in CR Part 145.

In our classroom teachers utilized research based techniques when teaching our students. According to the research, nonlinguistic representation, cues, questions, advance organizers, immediate specific feedback, cooperative learning, scaffolded instruction and explicit teaching of academic vocabulary have been proven successful with ELL students, which are all techniques that our teachers use which ensure a seamless development of a child's second language.

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?

The English Proficient students (EPs) who are placed in the dual language classes are generally at beginning and intermediate levels in the target language (Spanish). These students will be assessed through a variety of methods. At the beginning of the school year, teachers will use the Spanish version Fountas and Pinnell Benchmark Assessment System to gauge EPs in their Spanish reading accuracy, self-

correction ratio, and levels of fluency and comprehension and writing. There will be also ongoing informal teacher assessments as well as the optional Assessment provided by the Fountas and Pinnell such as Phonics and Word Analysis, and Vocabulary assessments. Teachers are also using the Estrellita Spanish program for phonics instruction, which includes its own formal assessment tools. At this time our English proficient students in the dual language program have

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

We evaluate the success of our programs for ELLs in various ways. One way is by analyzing the years of service our ELLs receive across all programs. We also evaluate the success of our programs for ELLs by analyzing the assessment data which includes the NYSESLAT Exam, the New York State English Language Arts Exam, the the New York State Content Area Exams as well as the Fountas and Pinnell assessment. In addition, we measure success based on the goals that we have outline for this program, and whether or not we have achieved this goal.

Part IV: ELL Identification Process

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

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

When parents of students who are new to the NYC school system come to P.S. 127Q they first begin the registration process with our ELL Bilingual Coordinator and our Pupil Accounting Secretary. In addition to supplying the parents with all of the necessary forms, the HLIS (home language identification survey) is administered to the parent or guardian by the Coordinator. The New York State ESL /Bilingual certified ELL Coordinator interviews the parent during this process. During the informal oral interview the Coordinator ensures that the parent or guardian completing the HLIS understands the questions and completes the form in its entirety. The Coordinator also ensures that the responses to the questions are accurate. The Coordinator also ensures that the parent states their language preference for both verbal and written forms of communication. Our ELL service providers speak various languages but for the languages she does not speak support is available. On occasion we encounter parents who speak lower incidence languages and there is no staff member available who speaks their language so we utilize the over the phone translation services offered by the translation and interpretation department of the New York City Department of Education.

The HLIS form is available in many languages and we ensure that an adequate supply is available in all languages at all times. The Coordinator looks at the responses on the HLIS and informs the pupil accounting secretary as to what the appropriate OTELE code will be. If a student has an OTELE code of "NO" the student is not a potential ELL. If a student has an OTELE code indicating a language other than English is spoken at home, the Coordinator will administer the LAB-R test.

Every effort is made to administer the LAB-R to the student within ten days of enrollment. If the student gets a passing score on the LAB-R test they are not entitled to ESL/Bil services. If the student scores at or below the cut score on the LAB-R they are entitled to ESL/Bil services. Students who score at or below the cut score on the LAB-R and have a home language of Spanish are administered the Spanish LAB to assess their Spanish language skills. The parents of entitled students are then invited to a parent orientation session where they receive information about the various types of programs available throughout the city. The parents then fill out a parent assurance form where they will select a transitional bilingual program, an ESL program or a dual language program.

When a student who has already been in the New York City school system come to register in our school, an exam history report is run on the student by the secretary. If the exam report shows that the student has an entitled LAB-R or NYSESLAT score, the Coordinator identifies the parent's parental choice in order to place the child in the appropriate program. All students who have a score on the LAB-R or NYSESLAT that indicates entitlement are given the NYSESLAT exam in the Spring to monitor their progress and determine entitlement for the following school year. In order to ensure that all ELLs receive the NYSESLAT, our Coordinator runs the RLER ATS report by class for the LAB-R and NYSESLAT in advance of the exam, as well as on a weekly basis throughout the school year.

The speaking component of the exam is given individually by the ELL service providers. The ELL Coordinator, ELL service providers and classroom teachers work collaboratively to communicate student absences, special events and class trips so that all students receive this test. The listening, reading and writing components are administered on three consecutive days at the beginning of the testing window so there is ample time for make up exams. Daily attendance reports are run by the pupil accounting secretary to identify students who are absent for these components. Our testing coordinator, ELL service providers and school aides call the parents of absent students to determine the reason for absence and the student's anticipated return date.

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.
- PS 127 conducts parent orientation sessions and parent phone conferences, so families of newly enrolled students are informed of the different programs offered. During the orientation sessions, parents are able to view an informative DVD in their native language, and inquire about available services. We make every effort to ensure that translators are available during these sessions. For parents who are unable to attend these orientation sessions, the ELL/Bilingual Coordinator orchestrates phone conferences with parents to inform them about the three possible options.

Our bilingual teachers, ESL teachers, school aides and paraprofessionals have been instrumental in this process. During these outreach, the goal is that parents understand all three program choices (Transitional Bilingual, Dual Language, and ESL) so they can make an informed decision about the best program for their child. The staff is also prepared to answer questions and assist parents in completing the Parent Survey and Program Selection Form.

There are a number of parents who choose not to attend our ELL Parent Orientations and request that the information be sent home to them. Our first step is to call the parents and offer them an orientation based on their individual availability. Our coordinator and ELL service providers make these calls in English, Spanish and Chinese. Our PTA secretary Farhana Mobin works with our ELL/Bilingual coordinator and Parent Coordinator to make these calls in Bengali. Our Science teacher Ms. Kaur assists in contacting the parents in Bengali, Hindi and Punjabi. Phone logs are completed for these calls and stored in our CR Part 154 binder. If the parent still cannot come to the school, we send the forms home and offer them telephone assistance in completing the form once they have received it. When a parent makes a program choice that is not available in our school the ELL Coordinator first determines if the program is available in the district, borough, or in the city. If there is a space, the parent is offered a transfer through a meeting that is conducted in the parent's preferred spoken language by the ELL/Bilingual Coordinator and Parent Coordinator. If the parent rejects the transfer or the desired program is not available we file the assurance form in our yearly parent survey and program selection binder that is alphabetized by students' last names. We have a section for these forms in the binder so that they can be easily accessed. When the program becomes available we arrange a meeting with the parent in the parent's preferred language to inform them about the opening.

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

Occasionally we encounter situations where we have difficulty getting back the signed and completed parent assurance form. While we are aware that the default program is transitional bilingual education, it is our school policy that we make contact with the parent before changing a child's class. Our ELL/Bilingual Coordinator will often accompany classes at dismissal in order to speak to parents about the parent assurance forms. The same process is also used in the distribution of all letters to parents of ELLs that require a signature. Our returned forms are stored in a yearly binder so that they can be easily accessed for review. Our ELL/Bilingual Coordinator also distributes entitlement letters, placement letters and continued entitlement letters in the parent's preferred language. A copy of each form is made and stored in a binder by letter type and student last name.

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.

The criteria and the procedures used to place identified ELL students in bilingual/ESL instructional programs are the following: During the informal oral interview (registration process) with the parent and child, the administrator gathers background information such as home language, education, arrival to this country, etc. The administrator then explains the available programs offered at our school and temporarily places the student in either an ESL/bilingual program. The LAB-R is administered to the student within ten days. If the child is eligible for ESL services, the parent is invited to view the Program Orientation DVD in the appropriate language explaining the ESL/Bilingual programs available to them.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is given to all ELL students in the spring. Before the NYSESLAT, a testing timetable is created by the ELL/Bilingual Coordinator. Next, test accommodations for ELL's are enforced such as covering the walls, time extensions, and separate location. The NYSESLAT is given under strict testing conditions. The seats are placed in rows facing the front of the class. There is no movement in the hallways and no announcements are made over the loud speaker. In addition testing modifications for students with IEP's are adhered to during the exam. In order to prepare students for the NYSESLAT, the New York State English as a Second Language Achievement Test, teachers start early with many activities/lessons that involves listening, speaking, reading and writing. Two helpful test prep tools that will be used are Attanasio and Associates NYSESLAT books and Empire State test prep books. These books are accompanied by a CD. This is used for the listening portion of the test

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. [i](#)

Approximately seventy five percent of the parents at PS 127 have selected ESL services for their children. We have noticed a trend that indicates that parents may be making these choices based on the programs that are currently being offered at the school. They are also making these choices based on the idea that ESL is a better program due to the "time on task" belief. We realize that we need to go beyond the information that is offered in the DVD. This year a substantial number of parents requested Spanish dual language programs at the Kindergarten through fourth grade levels. As a result we have expanded our Spanish dual language program into the fourth grade. We plan on expanding our Spanish dual language programs into the fifth grade next year . Occasionally, some parents request Dual Language or Bilingual Programs in the lower incidence languages and in the upper grades. Our first step in this outreach process is to determine if these programs are available in the district borough or city and inform the parent of the findings. If a desired program is not available we keep a log of these requests and enter the information into the BESIS survey so that the Department of Education will be aware of the demand for that service, and so that there can be an alignment between parent choice and program offerings. :

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])?

Transitional Bilingual Education

In first, second, third and fourth grade (3/4th bridge bilingual class) we offer bilingual Spanish classes for students whose parents choose transitional bilingual education during the parent orientation sessions. Our Spanish bilingual classes are taught by bilingually licensed early childhood teachers. Reading is taught in Spanish with English being introduced to intermediate and advanced level students as they progress in reading level through flexible grouping and differentiated instruction. The Estrellita program is used in our bilingual program for reading and writing. The Core Knowledge Skills component program is used to develop phonemic awareness in English. Spanish phonemic awareness is developed through the use of the Estrellita program. Mathematics is also taught in Spanish through the Spanish version of the Go Math program. The Go Math program develops student's critical thinking skills and has a strong parent component for at home practice. In the Spanish transitional bilingual education program, Social Studies and Science are taught in English. We currently use the New York City Harcourt Science Program which includes a lab component and provides experiments to be performed by students. Input is made comprehensible by using visuals, videos, realia and hands-on activities to scaffold instruction. Social Studies is also taught in English through the use of the Houghton Mifflin New York City Social Studies curriculum. The Houghton Mifflin Social Studies program provides many text to self connections, activities to build background knowledge and is culturally sensitive. The students are instructed in English and Spanish according to the CR Part 154 regulations. The students in these classes are usually at the beginning and intermediate levels based on the LAB-R. Students at the beginner and intermediate levels receive 360 minutes per week of ESL instruction, and advanced level students receive 180 minutes per week of ESL instruction. The curriculum includes 90 minutes a day of native language instruction for beginning students, sixty minutes for intermediate students and 45 minutes per day for advanced students. This is achieved through flexible grouping and differentiated instruction.

Dual Language

This year we have expanded the dual language program into the fourth grade. Our dual language classes are taught by permanently certified bilingual teachers. The students in these classes are both ELLs and English proficient with a balanced number of ELLs and English proficient students at the kindergarten level. The ELLs in these classes are at the beginner, intermediate and advanced levels according to their LAB-R or NYSESLAT scores. We have implemented a 50/50 model in which all students are instructed in English for 50% of the instructional time and in Spanish for 50% of the instructional time. This is achieved by teaching one day entirely in Spanish, and then entirely in English the following day (the only exception is in Kindergarten, where instruction is in English for the morning and in Spanish for the afternoon). This pattern continues with the alternating languages on a daily basis. The Core Knowledge Program is used in Spanish and English on alternating days during the literacy block for both reading and writing. Go Math is used in English and in Spanish on alternating days. The NYC Harcourt Science program is used on English days and the NYC Harcourt Ciencias program is used on Spanish days. The NYC Houghton Mifflin Social Studies program is also used in English and Spanish on alternating days. The preview-review strategy is used to make input comprehensible. In the preview phase the teacher presents content in the native language on the first day and then in the second language on the second day. The content is then reviewed in the student's native language with an emphasis on comprehension.

Self-Contained ESL

In the Kindergarten, first, second, third, fourth, fifth and sixth grade levels we offer self-contained ESL classes taught by permanently certified ESL teachers. The students in these classes are at the beginning, intermediate, and advanced levels of ESL according to their LAB-R and/or NYSESLAT scores. They receive ESL and/or ELA instruction according to the CR Part 154 regulations. Beginner and Intermediate students receive 360 minutes per week of ESL instruction, and Advanced students receive 180 minutes of ESL instruction as well as 180 minutes per week of ELA instruction. The teachers of these classes also implement ESL methodologies into their lessons. They also modify the curriculum programs as needed to suit the various levels of their students. A great emphasis is placed on developing social language as well as academic language to meet the Common Core standards. This setting will help bridge the gap between the student's English language proficiency level and the level of the curriculum.

Push-In ESL

Our special education ELLs in grades Kindergarten through seven who are in ICT or 12:1:1 classes receive ESL services by licensed ESL teachers. These students are serviced in a push-in setting. The students are served as per their IEPs. If an ELL

student in an ICT or 12:1:1 class has an IEP that states bilingual instruction and the ICT teachers do not have a bilingual certification, we provide these students with a language paraprofessional. These students receive 360 minutes a week of ESL at the beginning and intermediate levels. The advanced level students receive 180 minutes of ESL in addition to 180 minutes of ELA instruction per week according to the CR Part 154 regulations. Push-in ESL services are delivered by permanently licensed ESL teachers. The students receive ESL and/or ELA instruction according to their ESL levels as per the CR Part 154 regulations. Beginner and Intermediate students receive 360 minutes per week of ESL instruction, and Advanced students receive 180 minutes per week of ESL instruction in addition to 180 minutes per week of ELA instruction. By having these students in a mainstream class they can work side by side with native speakers of English. In grades Kindergarten through second the Fountas and Pinnel LLI (Leveled Literacy Instruction) Program is used by our ELL service provider to develop literacy skills such as reading comprehension, oral reading accuracy rate and writing.

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)?

Organization of Staff

The organization of our staff ensures the mandated number of instructional minutes are provided according to the proficiency levels in our ESL, transitional bilingual education, and dual language programs. Our ELL population continues to grow each year and we take this into consideration during the hiring process by continuously seeking highly qualified ESL and bilingual common branch teachers. We partner with universities such as St. John's, and utilize the New York City Department of Education open market hiring system and the Teach For America system that allows us to post vacancies by license area, and receive resumes from qualified applicants. We also encourage our current staff to obtain ESL and bilingual licenses through programs such as the Intensive Teaching Institute (ITI). Our self contained ESL classes are taught by dually licensed ESL/Common branch teachers. Our bilingual and dual language classes are taught by dually licensed bilingual/early childhood teachers. The schedules of these classes are designed by making it a priority to program the mandated minutes of ESL, ELA and NLA before anything else is programmed. The languages of instruction spoken by our cluster teachers such as art, music and physical education are also taken into consideration when making the schedules. ESL students in monolingual special education and ICT classes are provided with ESL push in services by a licensed ESL teacher. Students at the beginner and intermediate levels receive 360 minutes per week of ESL instruction, and advanced level students receive 180 minutes a week of ESL instruction as well as 180 minutes of ELA instruction. We create the schedules of our ESL push in teachers with priority placed on meeting the number of mandated minutes in ESL and in ELA.

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.

In order to ensure that the content is comprehensible we advise that our teachers following the following outline when teaching our students.

1. Create a hook before teaching: During the lesson introduction, we suggest that teachers begin with an engaging activity that involves students interest
2. Build background knowledge: We challenge all teachers to build context for our students before teaching the material. We believe that words alone on a page will not hold meaning for students in the early stages of language acquisition therefore we recommend that our teachers use videos, in order for students to connect better with content.
3. Vocabulary Development: We advise that our teacher select the important words for our students and explicitly teach these words to our students. While teaching these words we also recommend that teachers match actions with words to convey meaning. In addition, teachers should show students how to use these words and give students the opportunity to use these words.
4. Limit teacher to student talk: We also advise that teachers prepare questions that provoke a proactive class discussion for all students. By preplanning these questions, this allows for an authentic conversation to take place between students and support the thinking process of our students. We believe that this will then transfer over to supporting our students with writing because the prerequisite skill for writing is thinking.
5. Provide feedback: In order for our students to transcend their academic level, we strongly believe that teachers must give the gift of daily feedback. Effective feedback is actionable, and specific. We believe that effective feedback from a teacher is what separates a beginner ELL student from an Advance ELL student.

Bilingual Classes (transitional)

In our bilingual classes Math and Science are taught using ESL methodology. Bilingual teachers integrate academic content and language learning in a manner that is sensitive to the linguistic and ethnic backgrounds of our bilingual students. The goal is to

enable the students to acquire academic language skills while mastering the content necessary for success in meeting standards. These classes use native language instruction. Depending on the language proficiency of the student, less native language and more English is used during instruction. All Bilingual teachers have Bilingual Certification.

ESL Classes (self-contained)

Self-contained ESL classroom teachers provide instruction in English using ESL strategies. The amount and type of standards based ESL instruction provided depends upon the student's language acquisition and proficiency level as determined by the NYSESLAT (LAB-R) and other assessments. Planned instruction includes all 4 communication skills for the diverse levels within the self-contained ESL classes. All ESL classroom teachers are ESL certified.

ESL (Push-In)

The ESL Push-In Program targets ELL students currently in monolingual classes. The students are serviced daily by licensed ESL providers in a small group setting. These providers conduct ongoing assessments to differentiate instruction based on different needs and strengths. The goal is to mainstream ELL students while providing academic language acquisition to achieve and sustain academic success in all English classroom setting.

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

Evaluation in the native language

We evaluate Spanish speaking ELLs in their native language with the Spanish Lab shortly after registration. Classroom teachers and ELL providers also examine the reading and writing skills in the native language through reading and writing conferences. We evaluate the language abilities of the lower incidence language students by presenting them with sight words and simple writing tasks presented to them by staff members who are fluent in the specific language. Formal assessments are also used such as Fountas and Pinnell benchmark assessment, Estrellita assessment and the ELE Spanish exam. The results of these assessments are used to drive instruction in the native language. The results of all evaluations in the native languages are also shared with parents through conferences to determine the level and quality of previous schooling.

SIFE students are immediately identified through home language surveys, teacher reports and BESIS data collection. The school informs all teachers and providers that these students do not have adequate literacy or writing skills in their native language to transfer over to the target language. The assessments and methods used for them are adjusted accordingly. In many cases it is necessary to provide basic phonics and mathematics computation lessons to these students ; in addition to immersing students in content-area learning. Our SIFE students are also offered academic intervention services through our RTI providers and ICT cluster teacher. SIFE students receive priority placement in our Title III instructional program. In some cases a SIFE student with little to no formal education may be referred to a school within the district that has a bilingual program at the appropriate grade level. Newcomers in grades 6, 7, and 8 may be referred to IS 235, a middle school solely for newcomers. Upon completion of one school year, they can return to PS 127. Newcomers to PS 127 develop English language skills as they are immersed in content-area learning. Using scaffolds such as sheltered English, concrete materials, and prior knowledge, English language skills are taught through the content areas. The goal is to align English language learning with the content that is being taught in the classroom. This gives the students the support they need to participate fully in the classroom lessons. Since newcomers are tested in ELA after one year of being enrolled in an English Language School System, it is crucial that we use this short time period effectively. There is an emphasis on developing BICS (Basic Interpersonal Communication Skills) as rapidly as possible so that these students can begin to transition into learning academic language in English. Newcomers are also provided with support during the school day such as push-in ESL, academic interventions through AIS providers and ICT cluster teacher, native language support and priority in after-school and Saturday programs such as Title III and Title I

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

Each year we identify students who have completed three years of ESL or bilingual services and are still not achieving proficiency through our extension of services report. We also identify students who are receiving services for five and six years through the RYOS report on ATS. We are aware that these students are in danger of being identified as Long Term ELLs in the near future. Our school inquiry team creates a sub-team to analyze the data of these students. The team identifies that the school-wide focus for these ELLs is ELA and that the sub-skill is reading comprehension. Our Team will use the Fountas and Pinnel benchmark assessment level as a baseline. The long term goal is that our students will demonstrate at least one year's growth in reading comprehension. This will also be measured by the Fountas and Pinnell assessment

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).

Due to our diverse learning community, our instruction always need to be differentiated. Our ELL students have different languages, backgrounds, interests, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching varying content, process, and products. Instruction for our seven ELL SIFE students has been especially challenging for obvious reason. By making an individualized student needs assessment, creating an data driven action plan that focuses on literacy and math and providing differentiation of instruction using grade appropriate instructional support and intensive native language support, these ELL students are achieving success. Similarly, we have a plan for ELLs in United States schools for less than 3 years. These newcomers are welcomed into our school and made to feel comfortable and secure. Our teachers implement the buddy system which pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention in ELA, mathematics, science and social studies during the school day, as well as after school, is also offered to our newcomers. Newcomers are also encouraged to attend our afterschool and extended day program where in the will receive additional support and make social connections. Additionally, to prepare for the ELA after one year, our newcomers are given individualized needs assessments, with a data driven plan that focuses on literacy and math and provides differentiated instruction using grade appropriate instructional support. Similarly, our instructional plan for ELLS receiving service 4 to 6 years involves intensive daily academic support. Our Transitional Student Support Plan ensures that ELLs who pass the NYSESLAT receive testing accommodations and ELL support for up to one year. Our plan for our Long Term ELLs involves creating individual needs assessments and creating a data driven plan that focuses on literacy and math. Our plan for special education students involves collaboration between the ESL teacher, the classroom teacher and IEP teacher to ensure that all our special education ELLs are serviced as per their IEP and are receiving proper accommodations and modifications. Furthermore, we seek to meet the needs of these students through inquiry-based curriculum and strong RTI structure. Our inquiry team has been studying the needs of our struggling reading students, looking closely at students with IEPs who have lost ground in the past year. By understanding the challenges these students face, we believe we can help all our students.

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

Our teachers of ELL -SWD works with our staff to support scaffolding classroom learning and differentiated instruction for our ELLs. Our instructional approach support learning for ELL-SWD, and includes time for students to practice what they are learning in mini-lessons. We are currently using Core Knowledge in the lower grades(K-2), and Expeditionary Learning(3rd-8th) standards-based programs. These programs utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. Furthermore, our students experience the following consistent common teaching practices in all academic classrooms: explicit learning targets, research-based comprehensive strategies and discussion protocols for engaging in accountable talk.

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?

ELLs identified as having special needs are in self-contained special education classes, Integrated Collaborative Teaching classes, or a SETTS program. Teachers and providers who work with these students are provided with a copy of the student's IEP as per the Standard Operations Procedures Manual for Special Education. The instruction for these students is based on their data as well as their IEP goals. Programs such as Fountas and Pinnell and LLI are used with these students. Students with learning disabilities are instructed with strategies such as previewing and reviewing information in a text, hands-on activities in the content areas, visual and auditory aids, peer tutoring to build confidence and native language support through providing text in the native language. Our ELLs in special education also receive small group instruction as well as one on one instruction. We maximize the amount of time that our ELL-SWDs spend with non-disabled peers in a number of ways. Our Integrated Collaborative Teaching classes which are inclusion models, began at the Kindergarten level several years ago and now span from Kindergarten through grade six. The IEPs of our SWDs also state that they only require special education settings during the core subjects. This allows them to be with the general education students during music, art and gym as well as recess. Our school trips are also arranged by grade with special education and regular classes combined. In addition to these strategies our students with social or emotional disabilities are provided with counseling services through our 3 guidance counselors and Project Share worker. Positive behavior is reinforced through a school-wide system through our administrators, teachers, dean and SAVE room teachers.

Courses Taught in Languages Other than English 

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

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

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

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

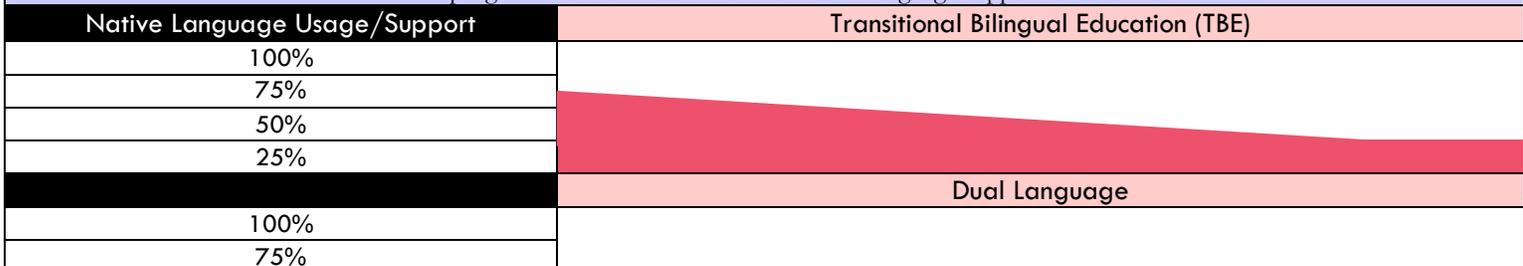
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

P.S.127 has a comprehensive academic intervention plan for all students, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year by our classroom teachers, ESL providers and RTI providers. We currently have daily small group individualized instructional periods, which focuses on academic support skills, and includes a heavy emphasis on reading assessment and raising reading levels. In our classrooms all students receive scaffolded reading support from a teacher who documents their reading growth and provides them with concrete immediate feedback. Furthermore, we provide academic support to our ELL students by providing an after school program for these students along with a Saturday academy (this is expected to begin in December).

The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Core Knowledge and Expeditionary learning program in ELA, and the Go Math and Connected Math program in Math. These programs are designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with State guidelines in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels.

As a school we have incorporated a variety instructional of strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills. ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

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

An analysis of the NYSESLAT data reveals that 51% of our students are advanced, 32.8% are intermediate, and 15.8% of our students are beginners. We deem that our program is proving to be successful because we are able to finetune our instructional practices in order to support our English Language Learners. Additionally, the data is showing that many of our students enter our school as beginners however due to the action research that is currently implemented in our school we are able to close the gaps in students learning. We believe that by training our teachers regarding the best practices for teaching ELL students and by investing in programs that support ELL students that we have been successful at setting our students up for success.

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

Further implementation of the Common Core State Standards, continued participation in grade meetings by the ELL teacher, lesson planning using more questioning techniques provided by the Depth of Knowledge Levels, and weekly planning sessions are improvements for the upcoming school year.

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

Achieve 3000 and the Read 180 program will no longer be used at our school due to the fact that these programs are not aligned with the shifts in the common core standards.

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

We offer a variety of programs to our ELLs during the school day aside from the core curriculum. Students generally receive one forty five minute period a day of a subject such as physical education, movement, music, art, technology, Spanish, library,

science lab and writing. Students who have IEPs or require special services may also receive, speech therapy, occupational therapy, physical therapy, SETTS or counseling. Our administrative team and service providers work collaboratively to ensure that there are no scheduling conflicts and that students have the opportunity to participate in all activities and receive mandated services as well. Our school offers a variety of after-school and Saturday programs such as Title III, NYS Math Test Prep, NYS ELA Test Prep, NYSESLAT Test Prep, Saturday Academy, SES Tutoring Services through Liberty Learning Lab and Edison Learning as part of Title I, as well as chorus and sports after school programs. We ensure that our ELLs get equal access to these programs in a number of ways. We make every effort to schedule these programs so that the students do not have to choose one over another. We also provide written notices and permission slips to parents for these programs in the native languages. Bilingual staff members are available during these programs to assist students who are unable to communicate in English. Our bilingual office staff which includes secretaries and school aides are always available to answer questions from parents about these programs as well as provide follow-up to parents if needed. We also schedule our book fairs, school trips, school dances and movie nights so that they do not fall on or immediately before school exams that our ELLs participate in such as the NYSESLAT.

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

Native Language Materials and Support: Bilingual dictionaries, glossaries, and bilingual and native language books are used to support students' native language. In our ESL program, newcomer students are paired with bilingual students when necessary. Cognates and cognate word walls are used to scaffold language learning. Pictures and realia are used.

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

The materials used in our programs are aligned to the core curriculum. This includes the use of high interest/low level texts and primary sources. Materials include native language sources and instructional technology to support both English and the mother tongue of our English language learners. Recognizing that reading and writing in the native language supports the acquisition of English, P.S.127 has acquired bilingual classroom libraries and stories on tape in several languages. Teachers support both reading and writing in the native language and encourage students to incorporate their native language, culture and experiences in classroom projects that are personally meaningful to them. Furthermore, bilingual dictionaries as well as culturally relevant books are evident in all our classrooms. Spanish language and Latino culture are important parts of the school-wide curriculum and we take great pride in our yearly Hispanic heritage program. Due to the fact that children's native language is a valuable asset to be fostered, we also provide native language support to our ELLs through our Spanish classes and through daily interactions with our large staff of bilingual teachers and paraprofessionals. Our ELLs are provided with opportunities for meaningful interactions in both English and their native language, including verbal interactions and engagement with printed materials and books. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. Effective practices such as graphic organizers, semantic maps, concept maps, modeled writing and read aloud foster academic language development and are utilized in all our classrooms. Classrooms are print rich with word walls, rubrics, student work and charts modeling correct language usage. Additionally, we maintains a state of the art computer lab with a smart board, and computers are distributed in classrooms throughout the school.

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

ELL services and resources correspond with ELL's ages and grade levels. Grade level materials are utilized in the Core Knowledge, Expeditionary Learning, Go Math and Connected Math programs. In addition, ELL teachers use grade level pacing calendars and curriculum maps when planning and consult with classroom teachers. They also refer to the Common Core State Standards when planning to ensure that their materials is age appropriate.

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.

P.S. 127 does not have any activities in place before the beginning of the school year to assist newly enrolled students; however P.s.127 does have several activities to assist ELL's at the start of the school year and during the school year. These include parent orientation breakfasts, open school night, and the pairing of newcomers with bilingual students to assist them. In addition, the school provide numerous activities that involves students and parents such as: Fall Festival,Breakfast with the Principal,Novemberfest.

18. What language electives are offered to ELLs?

We currently offer Spanish as an elective to our ELL students.

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)?

In the 2009-2010 and 2010-2011 school years we applied for and received bilingual programming grants through the Office of English Language Learners. These grants enabled us to launch and expand our dual language and bilingual programs successfully. This school year, PS 127 expanded the dual language program into the fourth grade. In our Kindergarten -fourth grade dual language classes the English proficient students as well as the ELLs spend 50% of their instructional time in English and 50% of their instructional time in Spanish.

The languages are separated by time, subject and theme and are not used simultaneously. Teachers alternate the language of instruction on a daily basis in all subject areas such as reading, writing, math, science and social studies. The Core Knowledge program is used for both reading and writing in English and Spanish on alternating days (K-2nd grade) and the Expeditionary Learning Program (3rd-8th grade).

Go Math and Connected Math is used in English and Spanish according to the language of the day. The NYC Harcourt Science and Ciencias programs are used in English and Spanish. Social Studies is also taught in both languages using the NYC Houghton Mifflin Social Studies curriculum on alternating days. The English proficient students and the ELLs are integrated for the entire school day. The dual language model being used is the self-contained model.

There is one highly qualified bilingual teacher per class. Emergent literacy is taught simultaneously and students learn initial literacy in both languages. The Estrellita Spanish phonics program is used to develop phonemic awareness in Spanish, and the Core Knowledge Skills program is used to develop phonemic awareness in English. A typical student schedule includes literacy, writing and word study in the language of the day (English or Spanish) for a minimum of one hundred and thirty five minutes daily. Mathematics instruction is delivered for ninety minutes in the language of the day (English or Spanish) on a daily basis. Social studies is provided twice a week for forty five minutes and science is provided three times a week for forty five minutes in the language of the day. Students also receive special subjects such as music, writing and movement which are delivered by cluster teachers for forty-five minutes. These activities are strategically programmed into the schedule to ensure that they are delivered in the language of the day

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.

PS 127 will offer several staff-development sessions for our ESL/Bilingual teachers as well as our monolingual staff.

These sessions will take place on staff-development days as well as during the common preparation periods. There will be a series of ongoing workshops which will include the following:

1. Introduction to the NYSESLAT
2. NYSESLAT data analysis to drive instruction
3. Using ARIS to access student data to drive instruction
4. Santillana Amigos/ Estreillta Program Training for Bilingual Teachers
5. Fountas and Pinnell Benchmark Assessment System Training
6. Understanding and Implementing the Common Core Standards

We have also formed a professional development committee which consists of the administrative team, teacher center representative and literacy coaches. The team meets regularly and collaborates to provide support to all teachers with an emphasis on ELL and special education strategies. The team streamlines and organizes all of the professional development activities that take place inside and outside of the school so that they are appropriate for each teachers' needs. The PD committee also distributes surveys to staff so that they can determine the areas that teachers require professional development in. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered by the Department of Education, OELL, BETAC as well as the City University of New York. A system has been put into place to ensure that teachers who attend these workshops have the opportunity to turn-key the information to the rest of the staff. The PD committee works with teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues by literacy coaches in the form of model lessons targeting specific teacher needs. Demonstration lessons in the classroom are followed up by a debriefing session, highlighting best practices observed in the lesson, teacher feedback, possible follow-up classroom visits, and further coaching opportunities. Debriefing sessions are designed to create a foundation for collaborative teaching discussions that allow for pedagogues to connect the P.D. sessions offered to daily classroom practices. Open periods are also offered as an opportunity for teachers to request any additional resources, assistance, or support that may still be required. In addition to ELL staff development, our staff will receive further training through our literacy coaches and teacher mentors. Monolingual teachers receive the mandated 7.5 hours as per Jose P. through workshops offered by BETAC, OELL, CUNY, PS 127 New Teacher Network, as well as through the New York City Department of Education. Our professional development committee along with the administration keep a record of these workshops. A secretary also registers the teachers for the workshops and prints a confirmation which is kept in a binder as well. The teachers file the agendas of the ELL workshops they have attended in their tenure portfolio binders. They also log in these professional development hours into the New York State Office of Teaching Website, so that they will count towards the mandated hours of professional development required to maintain their license. The professional development committee also coordinates the workshop offerings for the administrative team and support staff to suit their needs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our parent involvement begins with the parent orientation sessions and continues to extend much further. Many of the parents of our ELL students participate as volunteers in our school through the Learning Leaders Program. We also have a full-time Parent Coordinator. The Parent Coordinator and the ELL Coordinator work collaboratively throughout the year organizing and conducting the workshops for parents of newly enrolled ELLs. The Parent Coordinator and ELL Coordinator also work collaboratively in scheduling workshops for ARIS . During these workshops parents are given individualized attention on how to log on to ARIS and view their child's data. Parents are also provided with basic computer skills at this time if needed such as e-mailing and web surfing. P.S. 127 also collaborates with several community based organizations such as Vaughn College, LaGuardia Kiwanis and LaGuardia Community Outreach. Our Parent Coordinator in collaboration with LaGuardia Community Outreach will hold a job fair for parents of the community in January. Community groups offer their services to help our students socially and academically. Elmcor provides recreational as well as educational activities for the students in the community.

PS 127Q's Title III program will provide ELL parents with family literacy and language acquisition workshops so they can assist their children in learning English at home. This year we are offering workshops to provide information to parents to help them acquire a greater understanding of the Common Core Standards, promotional criteria and state assessments. The Title III parent workshops are given by members of our staff who are bilingual so the native language can be used if needed. A series of three two-hour workshops will be held on different topics to accommodate the schedules of the parents. The topics of the workshops will be as follows: The NYSESLAT Exam and its components: How to help your children make gains in listening, speaking, reading and writing; The NYS Assessment Calendar and how to help your children do their best; Using ARIS parent link to improve your child's progress. Parent workshops will be facilitated by our Bilingual / ESL teachers and Parent Coordinator. The sessions will be held after school on Saturdays and in the evenings to accommodate parental needs.

The staff at P.S. 127 makes a great effort to evaluate the needs of the parents so that we may understand trends within the community, as well as offer workshops and classes based on their needs. During registration our ELL Coordinator administers the home language survey to parents of all newly enrolled students. These surveys let us know which students are potential ELLs, what home languages are represented in our community as well as the preferred written and spoken languages of our parents. Our ELL Coordinator shares this information with the pupil accounting secretary who enters it into ATS. During our parent orientation sessions our ELL Coordinator administers the program selection form which allows parents to choose the program they want their child in (ESL, bilingual or dual language). Our ELL Coordinator also administers an interest survey for Parent ESL classes. Interested parents are interviewed and given a level-appropriate class placement for adult ESL classes. Our Parent Coordinator also consistently evaluates the needs of the parents. Every year Our Parent Coordinator assists in distributing the New York City Department of Education Learning Environment Survey to parents and addresses any questions or concerns they have. The Parent Coordinator and staff members encourage parents to complete the survey and provide computer access to do so, should a parent request it. The results of the school Learning Environment Survey are then analyzed and used to plan workshops for parents and implement new systems based on parent's needs. The ARIS participation report is also used in evaluating the needs of the parents. Each year our network support staff provide us with the percentage of parents that are utilizing the ARIS system to view their child's attendance and performance data. The Parent Coordinator, ELL Coordinator and network support staff work together to provide parents with ARIS workshops in the computer lab to raise the percentage of parents who are utilizing ARIS. Through individual meetings and conferences, our Parent Coordinator and support staff work together to create a series of workshops to address parent needs such as the Title I parent meeting where parents can familiarize themselves with the New York State Exams and help their children succeed on these tests. Lastly, the ESL service providers work with classroom teachers to help students develop skills they will need in middle school such as notetaking techniques, listening skills, filling out graphic organizers and following multi-step directions. The guidance counselors often hold meeting with parents to talk about kids going from elementary school into middle school.

E. Additional Information

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

P.S. 127 continues to experience a rapid growth in enrollment as well as an increase in our number of English Language Learners. The majority of our ELLs have a home language of Spanish and the number of lower-incidence languages is increasing. We have seen an increase in the number of Asian languages spoken and our Bengali-speaking population has doubled continuously for the past two years. We are also noticing an influx of Arabic speaking students from Yemen, Egypt and Lybia. Our Parent Coordinator, ELL Bilingual Coordinator and parent volunteers work together to ensure that we are meeting the needs and interests of these students and their parents. We have also developed a student mentoring program in which middle school students support newly enrolled ELLs. The demographics of our community is changing and we are making every effort to ensure that our programs reflect these changes. We have continued to expand our Spanish dual language program to meet the needs of the community based on parental choice. Our dual language programs allow our Spanish-speaking students as well as our English proficient students opportunities to become truly bilingual, biliterate and bicultural. Our school community will continue to ensure that the programs we offer reflect the needs of the students and community.

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: 30Q127 School Name: Aerospace and Science Academy

Cluster: 2 Network: 30

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.

During registration at PS 127, parents or guardians complete a HLIS (Home Language Identification Survey) which is part of the student's cumulative folder. The ELL Coordinator interviews the parent during this process to make sure that the form is completed properly and accurately. The survey requests information as to the languages that are spoken in the home and how frequently these languages are spoken. It also asks the parents to identify their preferred language that they wish to receive verbal and written communication from the school. This information is then entered into ATS by the pupil accounting secretary. A RAPL report is run on ATS by class Our administrative team and our ELL/Bilingual Coordinator often receive requests from staff members regarding translation needs. They then identify a staff member or community member that speaks the target language. The school uses this information to make every effort in providing notices and information in other languages so that parents are informed of school events and policies.

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.

PS 127 has a steadily growing ELL population. There are 9 different languages represented with largest percent of the ELL population having a homelanguage of Spanish. The next largest represented languages are Bengali, Haitian and Punjabi, while Urdu, Arabic, French, and Hindi speakers are represented in small numbers. We encourage Spanish speaking parents as well as parents who speak lower incidence languages to become PTA members and take on an active role within the school. We share the findings of the different languages spoken within the community during our staff conferences. The findings are also shared with the Parent Coordinator and our office staff.

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.

a. We plan to provide written translation of all parent letters. Posted messages such as mission statements, Discipline Codes, parent workshop schedules and flyers will be written in languages other than English. At PS 127Q, we utilize various staff members and the Translation and Interpretation Unit to translate for our Spanish speaking students and parents.

b. Online translation websites like Google Translation will be used to translate written communication home. We plan to provide in-house personnel to assist parents during Parent-Teacher meetings, conferences. Parent-orientations, PTA meetings and workshops provided by the PTA and/or Staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel are accessible in the school. There will be personnel assisting in the main office. Personnel will also be available before and after school to assist parents and answer questions. During parent teacher conferences bilingual staff members are assigned to various classrooms throughout the building. We inform all staff members about oral translation services available through the translation and interpretation unit in our weekly newsletter and during faculty conferences.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We plan to provide in-house personnel to assist parents during Parent-Teacher meetings, conferences. Parent-orientations, PTA meetings and workshops provided by the PTA and/or Staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel are accessible in the school. There will be personnel assisting in the main office. Personnel will also be available before and after school to assist parents and answer questions. During parent teacher conferences bilingual staff members are assigned to various classrooms throughout the building. We inform all staff members about oral translation services available through the translation and interpretation unit in our weekly newsletter and during faculty conferences

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>.

Our Parent Coordinator has copies of the Parent Rights and responsibilities brochure which she gives to parents upon registration for the parents and general meetings. These brochures are also available in her office. Upon entering the school, Parental Notification Postings are visible to all visitors assuring them the availability of translators. Important documents are also available from the DOE. Dependent upon the needs of the parents, letters are translated into a variety of home languages and interpreters are hired when necessary. Parents may also indicate that they need interpreters through written communication with the school.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: P.S./I.S.127Q	DBN: 30Q127
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 13
of certified ESL/Bilingual teachers: 13
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S./I.S.127Q Title III program provides ELLs with supplemental instruction in an ELL After School Program and an ELL Saturday School Academy. Our instructional program will service students in grade 2-8. The ELL After School Program will meet for a total of 50 sessions throughout the months of December 2014 through May 2015 from 2:30pm to 4:30pm. Group size will be maintained at 12-15 students per teacher in order to ensure that students receive individualized instruction from the teachers. The teachers providing this supplemental instruction will be certified in Bilingual or ESL.

This program will focus on ESL methodologies, literacy and mathematics to help students who are at risk meet city standards and enrich students who are on or above grade level exceed the city and state standards.

Appropriate materials such as textbooks and teacher's guide will be purchased for this program to ensure that all students are successful.

The ELL Saturday Academy will meet for 15 sessions beginning in December 2014 until May 2015 from 9:00am to 1:00pm. This program will service 12-15 students per group. The ELL Saturday Academy will specifically address all four modalities. In addition, students will engage in several extension field lessons which are connected to the content covered. Instruction will also be provided on test taking strategies addressing the 4 components of the NYSESLAT.

All teachers will be ESL or Bilingual certified. Supplementary materials (ex: atlas, globes, videos) will be provided to augment instruction. All materials (students workbooks, teacher's guide, textbooks, dictionaries, paper, pencils, notebooks and pens) needed will be provided to students and teachers.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: P.S./I.S.127Q will focus on providing differentiated professional development for all of our ESL teachers.

Teachers will be given several practical and relevant topics :

1. September: Planning for ELLs, Questioning and Discussion in an ESL classroom
2. October: Unpacking the Common Core Language Standards, Teaching Academic Vocabulary to ESL students
3. November: CUNY Translanguing, Estrellita

Each session will provide our teachers with the knowledge about second language acquisition, along with a deeper understanding of the curriculum, in an effort to help teachers comprehend the challenges ELLs have in the classroom. In addition, teachers will leave each session with new strategies and techniques which they will implement into their practice.

Teachers will be engaged in Professional Development every Monday from 2:30-3:35pm. In addition, teachers will attend various professional development offered by outside organizations such as local colleges, Estrellita, CUNY Translanguaging Program and the NYCDOE.

All teachers who work with our ELLs in any capacity will receive professional development on how to best support each student.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: P.S./I.S.127Q Title III program will provide ELL parents with family literacy and language acquisition classes to improve their listening, speaking, reading and writing skills in English. It is important to note that there will be an emphasis on the use of technology, mock job interviews, developing resume and English in the workplace. These classes will be taught by bilingual/ESL teachers. There will be a total of two classes serving approximately 60 parents. In order to accommodate the schedules of the parents, there will be an afternoon class and a Saturday class. Computer based ESL programs as well as textbooks and general supplies will be purchased for this program.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	_____	

Part E: Budget

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

Allocation Amount: \$ _____

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