



PS 121

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 21K 121

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 121 **SCHOOL NAME:** Nelson A Rockefeller

SCHOOL ADDRESS: 5301 20th Avenue, Brooklyn, NY, 11204

SCHOOL TELEPHONE: (718) 377-8845 **FAX:** (718) 252-4075

SCHOOL CONTACT PERSON: Lillian Catalano **EMAIL ADDRESS:** LCatala@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carolyn Cottrell

PRINCIPAL: Lillian Catalano

UFT CHAPTER LEADER: Roberta Bradley

PARENTS' ASSOCIATION PRESIDENT: Maria Caputo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CFN 409

NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Lillian Catalano	*Principal or Designee	
Roberta Bradley	*UFT Chapter Chairperson or Designee	
Maria Caputo	*PA/PTA President or Designated Co-President	
Sue Moujir	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kathy DeLeon	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	
Lucille Randazzo	Member/ Teacher	
Carolyn Cottrell	Member/ Teacher	
Mary Fiorentino	Member/ Parent	
Carmelina Gallo	Member/ Parent	
Madeline Feiss	Member/ Parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision: We strive for excellence in every program of instruction so that all of our students will achieve to their fullest potential and become productive, literate, responsible, respectful citizens. We respect the worth of all individuals and actively build bridges to our community with ongoing programs that accept responsibility for all members of our society. We set high standards of expectations. We care for each other and work together with our children, staff, parents and community to provide the best example of what a school should be.

Mission: Together, as a cohesive school community, we provide our students with the individualized proper tools and materials with which to work and a strong foundation with which to build upon. We strive to achieve high standards of academic excellence for all of our students so that they will become critical thinkers, active problem solvers, inquisitive readers, effective writers, diligent researchers, and technologically savvy. Together we educate the whole child as we build character, strengthen values, develop self esteem and internalize a genuine kindness toward fellow man We are a community of life long learners whose students will become productive leaders in society.

Together we DO make a difference!

Our educational program centers around a rigorous, standards based curriculum in all subject areas. Children develop personal goals each year and are challenged to meet those goals through a variety of activities.

Academic instruction is enriched by a wide array of extra curricular programs including Ballroom Dancing, Yoga Ballet, Active Learning Leads to Literacy, C.H.A.M.P.S. Tennis, Museum of Modern Art, Penny Harvest, Sandwiches for the Homeless, and the Salvation Army Food Drive.

Our After School program, sponsored by the Neighborhood Improvement Association, provides students with the opportunity to enhance their academic skills. Our Saturday Program, Funded through the Violence Prevention Grant and in partnership with Learning Through an Expanded Arts Program (LEAP), provides the students with enrichment opportunities as well.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends

- Our Special Needs students scored well on the NYS ELA and Mathematics assessments, enabling us to receive extra credit on our Progress Report for the 2009-2010 school year.
- We are a Title 1 School in Good Standing, having made Adequate Yearly Progress in English Language Arts, Mathematics and Science on the Elementary level and the Intermediate level

Strengths

- Small class size offers teachers the opportunity to truly individualize instruction through gathering and analyzing student data to tailor lessons to meet individual needs of students
- Our broad curriculum, encompassing our school day as well as our after school and Saturday programs, includes a very good range of opportunities in the arts which motivates students and raises their self esteem
- Our teachers have developed comprehensive writing rubrics for all writing genres that are scaffolded across grades K-8. We are also in the early stages of developing Curriculum maps aligned to the Common Core Standards

Accomplishments

- Our Student Progress, Student Performance, Attendance and Environmental Survey responses enabled us to maintain a letter grade of A for the 2009-2010 school year
- As a result of our focus on Parent Involvement in the 2009-2010 school year, we have increased the number of parents regularly attending a wide variety of school functions. We will continue our work in this area because of the importance of the home-school connection

AIDS to Continuous School Improvement

- We provide our students and staff members with a safe school environment. We have used data to examine school safety issues, provided students with attendance incentives, and implemented 3 lunch periods to reduce the number of students in the lunchroom, resulting in less safety and discipline incidents as noted OORS. We have also implemented a schoolwide discipline policy, including behavior rubrics in each classroom. Students serve "infractions" when they fail to follow the discipline policy. This has resulted in a low rate of incidents and no student suspensions.

Challenges/Barriers to Continuous School Improvement

- Our neighborhood community is in transition, resulting in an unstable student enrollment and a largely fluctuating budget. It is difficult to initiate and develop programs and sustain long term projects. Every year we try to overcome this obstacle
- There are a significant number of students performing at Level 3 in both ELA and Math. We hope to improve the performance of those students, while also supporting our Level 1 and 2 students, through a focus on improving student writing skills throughout the school and across all content areas

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal - To improve student performance in literacy as indicated on the New York State ELA exam where growth percentile scores of greater than 50 are demonstrated by 59% of students (a 5% increase) by June 2011.

In the 2009-2010 school year, 54% of PS 121's students received a growth percentile score of 50 or above, indicating that 46% of our students received a growth percentile score below 50. In the 2010-2011 school year, we will improve the rate of our students receiving a growth percentile score of 50 or above by 5% (70 out of 120 students).

Goal - To improve student performance in mathematics as indicated on the New York State Mathematics exam where growth percentile scores of greater than 50 are demonstrated by 54% of students (a 5% increase) by June 2011.

In the 2009-2010 school year, 49% of PS 121's students received a growth percentile score of 50 or above, indicating that 51% of our students received a growth percentile score below 50. In the 2010-2011 school year, we will improve the rate of our students receiving a growth percentile score of 50 or above by 5% (65 out of 120 students).

Goal - To improve student performance in ELA by continuing to involve 90% of teachers in Inquiry work by June 2011.

Throughout the 2010-2011 school year, 90% of all teachers (23 out of 25) will be engaged in Collaborative Inquiry work, with a focus on developing higher order thinking skills in students through improved teacher questioning.

75% of all students targeted for the inquiry focus (38 out of 50 students) will demonstrate an increase in the quality of both their oral and written responses as measured by teacher-created rubrics aligned to the revised Bloom's Taxonomy.

24% of those teachers involved in Collaborative Inquiry (6 out of 25) will focus on aligning the school's reading curriculum to the Common Core Standards.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal - To improve student performance in literacy as indicated on the New York State ELA exam where growth percentile scores of greater than 50 are demonstrated by 59% of students (a 5% increase) by June 2011.</p> <p>In the 2009-2010 school year, 54% of PS 121’s students received a growth percentile score of 50 or above, indicating that 46% of our students received a growth percentile score below 50. In the 2010-2011 school year, we will improve the rate of our students receiving a growth percentile score of 50 or above by 5% (70 out of 120 students).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities</u></p> <p>Students in grades 3-8 will be assessed regularly in ELA, through Acuity and/or Scantron in order to measure growth and progress, and to plan for individualized, differentiated lessons.</p> <p>Teachers will align instruction with individual needs and strengths of students. After analyzing data and gaining an understanding of the performance and progress of each student, teachers will create individualized and small group strategy lessons that incorporate problem solving skills.</p> <p>The school will track student reading progress through Monitoring For Results four times a year. Monitoring For Results Benchmarks will be aligned to the increased rigor of the Common Core State Standards. Students identified as “at risk” will be provided AIS services</p> <p>Select teachers will attend Stephanie Harvey’s <i>Comprehension Toolkits</i> Professional Development sessions and turnkey the information to the school staff.</p> <p>Teachers and Coaches will meet regularly during Academy Meetings, Faculty Conferences and common preps to explore strategies to improve reading skills of all students, including ELL’s and Special Needs students.</p>

	<p>The school will implement an after school program for all students at risk of not meeting state standards, including ELLs and Special needs students.</p> <p>A library of professional books in the area of literacy instruction is available to teachers and is housed in the Coach's Office.</p> <p><u>Target Population</u> All teachers, including classroom teachers, cluster teachers and support staff</p> <p><u>Responsible Staff</u> School Principal, Literacy Coach, Special Education Teacher Support Service (SETSS) Teacher, Instructional Team</p> <p><u>Implementation Timeline</u> Teachers will participate in professional development monthly, from September 2010 through June 2011. By June, 2011, all teachers will provide small group instruction as well as demonstrate proficiency in incorporating strategies designed to improve student performance in literacy into their curriculum.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Contracts for Excellence allocation supports the Literacy Coach Title 1 SWP, Title 1 ARRA SWP, Title IIA, IDEA, Fair Student Funding, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress in the area of supporting literacy will be reviewed by the school's administration and Instructional Team in December, March and again in June. They will review student work, examine assessment data such as Acuity, Scantron, and ECLAS-2 and they will conduct classroom "Walkthroughs" through the lens of literacy skill development. The principal will also periodically examine teacher lesson plans and conduct both formal and informal observations in classrooms.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal - To improve student performance in mathematics as indicated on the New York State Mathematics exam where growth percentile scores of greater than 50 are demonstrated by 54% of students (a 5% increase) by June 2011.</p> <p>In the 2009-2010 school year, 49% of PS 121’s students received a growth percentile score of 50 or above, indicating that 51% of our students received a growth percentile score below 50. In the 2010-2011 school year, we will improve the rate of our students receiving a growth percentile score of 50 or above by 5% (65 out of 120 students).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities</p> <p>Students in grades 3-8 will be assessed regularly in Mathematics, through Everyday Math, Impact Math, Acuity and/or Scantron in order to measure growth and progress, and to plan for individualized, differentiated lessons.</p> <p>Teachers will align instruction with individual needs and strengths of students. After analyzing data and gaining an understanding of the performance and progress of each student, teachers will create individualized and small group strategy lessons that incorporate problem solving skills.</p> <p>Teachers and Coaches will meet regularly during Academy Meetings, Faculty Conferences and common preps to explore strategies to solve math problems to all students, including ELL’s and Special Needs students.</p> <p>The school will implement an after school program for all students at risk of not meeting state standards, including ELLs and Special needs students</p> <p>A library of professional books in the area of mathematics instruction is available to teachers and is housed in the Coach’s Office.</p>

	<p>Teachers will spend time during mathematics lessons helping students develop strategies for reading “mathematically.” Some strategies are: using graphic aids, making predictions, identifying the main idea, understanding multi-step problems, etc. They will also use math text as shared reading and develop interactive word walls to aid in vocabulary development.</p> <p><u>Target Population</u> All teachers, including classroom teachers, cluster teachers and support staff</p> <p><u>Responsible Staff</u> School Principal, Literacy Coach, Special Education Teacher Support Service (SETSS) Teacher, Instructional Team</p> <p><u>Implementation Timeline</u> Teachers will participate in professional development monthly, from September 2010 through June 2011. By June, 2011, all teachers will demonstrate proficiency in incorporating small group instruction as well as strategies designed to improve mathematical problem solving skills into their curriculum.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Contracts for Excellence allocation supports the Literacy Coach Title 1 SWP, Title 1 ARRA SWP, Title IIA, IDEA, Fair Student Funding, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress in the area of supporting mathematical problem solving will be reviewed by the school’s administration and Instructional Team in December, March and again in June. They will review student work, examine assessment data such as Acuity, Scantron, and Everyday Math, and they will conduct classroom “Walkthroughs” through the lens of mathematical problem solving. The principal will also periodically examine teacher lesson plans and conduct both formal and informal observations in classrooms.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal - To improve student performance in ELA by continuing to involve 90% of teachers in Inquiry work by June 2011.</p> <p>Throughout the 2010-2011 school year, 90% of all teachers (23 out of 25) will be engaged in Collaborative Inquiry work, with a focus on developing higher order thinking skills in students through improved teacher questioning.</p> <p>75% of all students targeted for the inquiry focus (38 out of 50 students) will demonstrate an increase in the quality of both their oral and written responses as measured by teacher-created rubrics aligned to the revised Bloom’s Taxonomy.</p> <p>24% of those teachers involved in Collaborative Inquiry (6 out of 25) will focus on aligning the school’s reading curriculum to the Common Core Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school’s Academy Team inquiry work will focus on developing student’s higher order thinking skills</p> <p>The school’s Core inquiry work will focus on developing a writing curriculum map based on the Common Core State Standards</p> <p>All teachers will be given professional development on the implementation of the Common Core State Standards</p> <p>Teachers will engage in professional development to improve questioning skills through the use of Bloom’s Taxonomy using <u>A Taxonomy For Learning, Teaching and Assessing</u> (a revision of Bloom’s Taxonomy).</p> <p>Academy Teams will assess student progress through the use of rubrics and checklists</p>

	<p>Monthly Academy meetings will be dedicated to looking at student work and incorporating that analysis into daily lesson plans</p> <p>Faculty Conferences will devote time for teachers to share “Best Practices”</p> <p>The school’s Literacy Coach and Special Education Coach will regularly model lessons for teachers, followed by debriefing sessions to discuss implementation of questioning strategies</p> <p><u>Target Population</u> All teachers, including classroom teachers, cluster teachers and support staff</p> <p><u>Responsible Staff</u> School Principal, Literacy Coach, Special Education Teacher Support Service (SETSS) Teacher, Instructional Team</p> <p><u>Implementation Timeline</u> Teachers will participate in inquiry work weekly at their academy meetings. Their focus will be to improve their questioning, and to improve the responses of students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Contracts for Excellence allocation supports the Literacy Coach Title 1 SWP, Title 1 ARRA SWP, Title IIA, IDEA, Fair Student Funding, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress in the area of supporting questioning will be reviewed by the school’s administration and Instructional Team in December, March and again in June. They will review student work and they will conduct classroom “Walkthroughs” through the lens of questioning. The principal will also periodically examine teacher lesson plans and conduct both formal and informal observations in classrooms.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	11	N/A	N/A	0	0	0	0
1	13	13	N/A	N/A	0	0	0	0
2	8	6	N/A	N/A	1	1	1	0
3	5	4	N/A	N/A	0	0	0	0
4	8	5	2	5	1	1	1	0
5	7	4	3	4	2	1	1	0
6	8	2	2	1	2	1	1	0
7	10	4	3	3	4	2	2	0
8	4	2	4	6	3	2	2	0
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>We provide intervention services to children in grades 4-8 who scored Level 1 or Level 2 on the ELA or are referred by teachers as being “at-risk”. Grade 3 students are targeted based on ECLAS-2 Assessments and teacher observations. Teachers will incorporate a number of research-based intervention programs that will provide students with the tools and strategies to address basic decoding, spelling and fluency skills. Programs utilized will continue to address the comprehension strategies needed to become effective readers. A push-in model will provide these services during the school day, while an After School program will provide interventions for small groups during the extended portion of the school day.</p>
<p>Mathematics:</p>	<p>We provide intervention services to children in grades 3-8 who have scored Level 1 or Level 2 in State or City standardized tests or have been referred by teachers as being “at-risk”. AIS Teachers provide services during the school day. They also articulate with classroom teachers to coordinate instructional content and discuss progress of individual students. The AIS teacher will also provide professional development to classroom teachers to align the math curriculum with the City and State Performance Standards. An emphasis integrating reading skills in problem solving as well as basic skills will be the focus. A push-in model will provide these services during the school day, while an After School program will provide interventions for small groups during the extended portion of the school day.</p>
<p>Science:</p>	<p>AIS services are provided by the elementary school cluster teacher and the intermediate school science teacher. The teachers are aware of individual student needs and work to improve those skills on an individualized basis. Weekly enrichment opportunities are based on specific science skills.</p>
<p>Social Studies:</p>	<p>Provided by classroom teachers to students who have been targeted as at-risk of failing the State Social Studies Tests. Teachers are aware of individual student deficiencies and provide supplemental instruction based on the performance standards assessed on the State Exams.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor works with students targeted by teachers who are in need of these services. She also counsels at risk children who are having difficulty adjusting to their educational programs and special education children whose IEP’s mandate guidance services. These services take place during the school day.</p>

At-risk Services Provided by the School Psychologist:	The Psychologist provides academic and social support services during the school day to students who have been referred by classroom teachers as in need of intervention. Short term one on one instructional services are provided by the education evaluator, the psychologist provides crisis intervention counseling as needed, and the social worker oversees the educational program of at-risk children.
At-risk Services Provided by the Social Worker:	The Social Worker provides support services during the school day to students who have been referred by classroom teachers as in need of intervention. Short term one on one services are provided as necessary
At-risk Health-related Services:	The School Nurse provides health related support services during the school day to students in need of intervention. Short term one on one services are provided as needed.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) K-8 **Number of Students to be Served:** 40 LEP _____ Non-LEP

Number of Teachers 2 **Other Staff (Specify)** School Secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Language Instruction Program –

The goal of PS 121's Title III program is to provide a rigorous, standards-based, data driven supplemental program for ELL students that will enable them to meet or exceed City and State performance standards.

The objective of the program is to implement an effective supplemental ESL program that will result in a 5% increase in the number of ELLs testing out and/or making adequate yearly gains in English as measured by the NYSESLAT.

A review of standardized test scores, including the NYC and State ELA and Math exams and the NYSESLAT, demonstrate that ELL students are scoring below their English-speaking peers in Reading and Writing. ELLs have also lagged behind their peers on the NYS content area Science and Social Studies exams.

Based on student need, PS 121 will offer an after school supplemental enrichment program for ESL students in grades 3-8. The students will meet three times a week after school, for two hour sessions, from 3:05PM to 5:05PM, from March 1, 2011 through May 19, 2011 (approximately 31 sessions). The program's focus will be supplemental literacy, math and science instruction. Mathematics material will include "Approach and Connect." Science materials will include Kaplan Science. Literacy materials will include Imagine Learning English, scientifically research based technology program, with each student interacting with the program through the use of laptop computers and headphones with speakers. The program is specifically designed for ELLs. *Imagine Learning English* uses adaptive assessments to provide differentiated instruction to each student—it acts as a one-on-one instructor. The program provides strategic first-language support to instruct students in performing activities and understanding language concepts. Each concept is scaffolded with engaging repetition. In order to ensure students' academic success, *Imagine Learning English* teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. Students will be assessed regularly, including pre and post tests, through the integrated program assessment materials.

Students will also engage in activities designed to improve performance on the NYSESLAT, including "Getting Ready For the NYSESLAT and Beyond." Further, students will also participate in Literature Clubs.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Program –

Well-planned, ongoing professional development sessions will support language development for ELLs through the following topics:

- New York State ESL Standards
- ESL Methodologies
- Integrating ESL strategies into Content Area instruction
- Data Driven Instruction

In an effort to maximize resources and maximize personnel exposed to learning experiences designed to improve teaching and learning for all ELLs, ELL professional development sessions will be part of the school's regularly scheduled program.

Section III. Title III Budget

School: PS 121 BEDS Code: 332100010121

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session 	\$6,236.00 \$1,906.00	125 hours Teacher per session for after school program (includes fringe) \$47.35 an hour 62 hours Secretary per session for after school program (includes fringe) \$29.18 an hour
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. 	\$5,858	<ul style="list-style-type: none"> Getting Ready for the NYSESLAT Books for Literature Clubs Classroom instructional supplies 5 Laptop computers
Educational Software (Object Code 199)	\$1,000.00	<ul style="list-style-type: none"> Imagine Learning English
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The PTA, Parent Coordinator and the ESL teacher worked together to determine the number of parents of ELL's or former ELL's that returned tear-offs and/or regularly attend school functions. We looked at attendance sheets for past PTA meetings, Parent Workshops, and other meetings and noticed that parents of ELL's are often not returning notices or attending any of the meetings. We also vary the times of workshops and meetings to include both day and night sessions to accommodate working parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We noticed that parents whose native language is not English are under represented at school functions and believe it is because of a language barrier. Though we attempt to utilize the Department of Education's Translation Unit, notices are not always able to be prepared with enough turnaround time to have them translated by the Unit. Also, all meetings are conducted in English, and not all parents are fluent enough in English to understand or feel comfortable participating and/or ask questions.

Part B: Strategies and Activities

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

We plan to provide the following written translation services for parents:

- Parent meeting and workshop notices
- School Parent Handbook
- Important information regarding the school's academic program and student participation

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 would like to provide oral interpretation services contracted to an outside vendor for those meetings that are of utmost importance. For example:

- Standards based instruction and assessment
- High School Application Process
- Graduation Requirements
- Parent-Teacher 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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 in the following ways:

- At the beginning of each school year and as part of the admission process for new arrivals, the school will determine the primary language spoken by the parent of each student in the school and determine if they require assistance in order to effectively communicate with the school.
- The school will provide the parent of each student in the school written notification of their rights regarding translation and interpretation services, and instructions on how to obtain those services.
- The school will post in a conspicuous location near the primary entrance a sign in each of the covered languages indicating where a copy of the written notification can be obtained.
- The school safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching the school's administrative offices solely due to language barriers
- Parents will be notified of the Department's website where information in each covered language concerning the rights of parents to translation and interpretation services and how to access such services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$176,755	\$67,438	\$244,293
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,769	\$674	\$2,443
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,838	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$17,675	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The school reviewed available data, including but not limited to School Report Card, Progress Report, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based

assessments as part of a comprehensive needs assessment. Major findings of the needs assessment have been summarized and presented in Section IV, Page 7 of this plan.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Our Schoolwide reform strategies include the following:

To reduce class size in grades 7, and 8.

Some of the benefits of small class size are:

- a. Students receive more personal attention
- b. Teachers feel that they can teach better
- c. Students score higher on achievement tests
- d. Students participate more frequently

3. Instruction by highly qualified staff.

All of the teachers at PS 121 are highly qualified. They are fully certified and/or licensed by the state; hold at least a bachelor's degree from a four-year institution; and demonstrate competence in each core academic subject area in which they teach.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our major professional development initiative, in line with our Bottom Line of improving teacher questioning and incorporating the Common Core State Standards into our curriculum through mapping, is our collaboration with CFN 409 who will support our initiatives. We will also offer professional development to all of our content area teachers through our own initiatives, those of our region and those of the NYC Department of Education.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

In an effort to ensure all of our teachers are highly qualified, we set aside 5% of our Title 1 allocation. The priority for use of this funding is tuition reimbursement for teachers that **are not** highly qualified. If none of our teachers use this money for tuition reimbursement, or all of the teachers are already highly qualified, then the 5% set-aside will be used for expanding the high quality professional development already required under Title I. We have planned activities that target the identified needs of the school's staff and/or students and use strategies supported by scientifically-based research. Any professional development supported with Title I funds is ongoing and sustained.

6. Strategies to increase parental involvement through means such as family literacy services.

Through the efforts of the Parent Coordinator, parents will engage in the following activities:

- Use of School Messenger System, an automated, computer-based telephone calling system that can deliver schoolwide and targeted messages to parents.
- Monthly PTA meetings
- Leadership Team participation
- Parent Lending Library
- Family Literacy Events
- Family Math Events
- School Newsletter featuring student work
- Parent Handbook (Translated into high incidence languages)
- Parent / teacher collaboration
- Regular parent engagement meetings, including hands-on workshops

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The Pre-K Social Worker holds a meeting for parents new to the Public School system. Also The Pre-K Team consisting of the Teacher, Social Worker, Staff Developer and Family Assistant conduct a Transition Meeting for parents at the end of Pre-K. The students also visit with the Kindergarten teacher to become acclimated.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are consistently involved in the decisions regarding the use of academic assessments in order to drive instruction. In addition to utilizing the information from Item Skills Analyses of State Assessments, teachers maintain Assessment Binders that hold both hard and soft data. This information is used on a daily basis to make individualized instructional decisions for all students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The following academic Intervention services are offered to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards:

- AIS Literacy Teacher
- AIS Math Teacher
- Extended school day sessions (37.5 minutes during the school day)
- Reduced Class Size
- Double Literacy Block in all grades
- Ramp-Up
- Wilson
- Foundations

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$176,755	✓	Action Plan pages 9-14
Title I, Part A (ARRA)	Federal	✓			\$67,438	✓	Action Plan pages 9-14
Title II, Part A	Federal			✓	\$104,605	✓	Action Plan pages 9-14
Title III, Part A	Federal	✓			\$15,000	✓	Action Plan pages 9-14
Title IV	Federal			✓		✓	
IDEA	Federal	✓			\$38,328	✓	Action Plan pages 9-14
Tax Levy	Local	✓			\$1,069,849	✓	Action Plan pages 9-14

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: In Good Standing **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have no students in temporary housing

2. Please describe the services you are planning to provide to the STH population.
The list below highlights some of the services we will offer to the STH population (as needed)
 - Academic programs and educational support services
 - Basic/emergency supplies
 - Extended library hours access school programs
 - Counseling services
 - Parental involvement
 - Intervention programs
 - Transportation once the student is permanently housed
 - Outreach efforts to identify the STH population and help them
 - The work of the liaison
 - Research based programs that benefit highly mobile students
 - Data collection to assess the needs/progress of STH

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

CEP ATTACHMENTS 2010-2011

LANGUAGE ALLOCATION POLICY WORKSHEETS
(Uploaded Separately)

PARENT INVOLVEMENT POLICY

SCHOOL-PARENT COMPACT

Public School 121
5301 20th Avenue
Brooklyn, New York 11204
Tel: # 718-377-8845 Fax: 718-252-4075

Mrs. Lillian Catalano
Principal

P.S. 121 PARENT INVOLVEMENT PLAN

Purpose

The purpose of the P.S. 121 parent involvement program is to encourage the parents of all students, especially those receiving Title I services, to take an active role in the education of their children. Research has shown that student achievement is directly linked to parent involvement and that achievement improves as the level of parent increases.

Goals

- To train parents, teachers and administrators to build a partnership between school and home and to work effectively together.
- To educate the parents of the reasons their children are participating in Title I program.
- To support the efforts of parents, including training to understand program requirements and to work with their children in the home to attain their instructional objectives.
- To provide a comprehensive range of opportunities for parents to become informed, in a timely way, about special programs and consulting with parents on a ongoing basis so that they can work with the school to achieve the program's objectives.
- To ensure opportunities, to the extent practical, for the full participation of parents of all youngsters, including parents of special education and English Language Learners, as well those who lack literacy skills.

The school will meet legislative mandates and consult with parents by:

- Developing a written policy, after consultation and review with parents each September, to ensure that parents are involved in the planning, design and implementation of the Title I program. This policy will be made available to parents of participating children at a Title I Meeting.

- Convening regular meetings, to which all eligible parents will be invited, to explain programs and activities.
- Providing information to parents in a timely way.
- Reporting to parents on their children's progress including conducting parent teacher conferences, making accessible other educational personnel to confer with parents and allowing parents to observe program activities.
- Providing opportunities for parent input into the program and regular meeting of parents, if they so desire.
- Providing to the fullest extent possible information, programs and activities in a language and form that parents can understand.
- Providing reasonable support for parent involvement requirements and other relevant program provisions.
- Providing outreach services to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations, and phone contacts, open houses, lunches, guest speakers, trips, newsletters and announcements of school and community events.
- Training parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title I and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters and building their self-esteem.
- Developing instructional resources for use by parents and by parent trainers. These may include handbooks describing special programs; skills building materials which include enrichment skills; learning games and homework helper ideas; and school community resource information such as Dial-A-Teacher services. Establish and run a parent resource center or lending library with materials such as trade books and tapes for parents to use with their children.

Public School 121
5301 20th Avenue
Brooklyn, New York 11204
Tel: # 718-377-8845 Fax: 718-252-4075

Mrs. Lillian Catalano

Principal

PS 121
School-Parent Compact

School Responsibilities

PS 121 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - By establishing a nurturing school climate conducive to learning
 - By setting clear expectations for all stakeholders
 - By ensuring personnel are highly qualified and delivering standards-based instruction
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and in the spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards for elementary school will be distributed 3 times a year, for middle school they will be distributed four times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During parent teacher conferences in the fall and the spring
 - During Parent Teas
 - As requested by parent by appointment
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Open school week
 - Class Mom
 - Class Trips
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so

that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Making sure that homework is completed.
- Monitoring attendance.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 121 Nelson A. Rockefeller					
District:	21	DBN:	21K121	School		332100010121

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	35		95.0	94.9	94.7
Kindergarten	29	33	45				
Grade 1	24	27	30	Student Stability - % of Enrollment:			
Grade 2	28	25	24	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	26	24	29		93.3	95.8	93.2
Grade 4	21	24	29	Poverty Rate - % of Enrollment:			
Grade 5	19	17	23	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	21	13	18		66.5	87.3	87.3
Grade 7	23	21	15	Students in Temporary Housing - Total Number:			
Grade 8	27	24	21	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	3	2
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		2	3	4
Ungraded	2	6	4				
Total	256	250	273				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	23	22	Principal Suspensions	2	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	8	Superintendent Suspensions	0	0	0
Number all others	15	14	24				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	27	24	23
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	5	4
# receiving ESL services only	25	33	TBD	Number of Educational Paraprofessionals	5	4	6
# ELLs with IEPs	3	11	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	95.8	100.0
				% more than 2 years teaching in this school	81.5	87.5	95.7
				% more than 5 years teaching anywhere	59.3	66.7	78.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	96.0	95.7
American Indian or Alaska Native	0.8	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	4.7	3.2	2.9				
Hispanic or Latino	40.2	43.6	40.3				
Asian or Native Hawaiian/Other Pacific	16.0	14.0	16.1				
White	38.3	38.0	40.7				
Male	51.2	50.8	49.1				
Female	48.8	49.2	50.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	v	v	-			
Multiracial						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	4	4	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	59.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	31.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	6.5					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 21	School Number 121	School Name Nelson Rockefeller
Principal Lillian Catalano	Assistant Principal None		
Coach Carolyn Cottrell	Coach		
Teacher/Subject Area Lucille Randazzo	Guidance Counselor Stacy Levine		
Teacher/Subject Area Diane SchianodiCola	Parent Maria Caputo		
Teacher/Subject Area	Parent Coordinator Celia Magrone		
Related Service Provider Stephanie Cohen	Other		
Network Leader Neal Opromalla	Other		

B. 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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	271	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	14.76%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- 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.

5. 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.)
6. 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.

1. In order to quickly identify potential ELLs and ensure services are provided within mandated timelines, the ELL teacher is notified of all new admits. Several teachers at the school have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute required paperwork to parents/guardians in their native language. Once home language has been identified, the LAB-R is administered by a trained teacher, usually the ELL teacher, within 10 days of admission to the school. The results are hand-scored to determine entitlement. The Spanish LAB is administered to those Spanish speaking students that are determined to be entitled. Continued entitlement is based on the NYSESLAT, administered annually to all ELLs.

2. Once entitlement is determined, parents/guardians of ELLs are invited to a Parent Orientation Workshop. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include a video, as well as brochures, and are available in a variety of native languages. Materials are sent home to those parents that are unable to attend the meeting.

3. In an effort to ensure that entitlement letters and Parent Survey and Program Selection forms are returned, this is closely monitored. Five days after the initial distribution of materials, the return rate is assessed, with materials redistributed as necessary. Five days later, the return rate is examined again. At this point, the ELL teacher will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents. Completed Parent Survey and Program Selection forms are placed in the child's cumulative record card, with copies on file in the main office.

4. For parents that select Freestanding ESL, students are placed in the school's program immediately. For those that select TBE or Dual Language, parents are given information about other schools that offer the programs. Written materials are provided in native languages, and in some instances, school staff is available to translate as well.

5 & 6. A review of Parent Survey Selection forms for the past three years indicate a 100% preference for ESL, therefore the program offerings at the school are in alignment with the trend in parent choice.

Part III: ELL Demographics

A. ELL Programs

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

<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

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.

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	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0

Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	2	2	2	2	2	2	2	2	2					18
Total	2	0	0	0	0	18								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	32	0	5	7	0	4	1	0	0	40
Total	32	0	5	7	0	4	1	0	0	40
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	3	2	3	2	0	2	2					20
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	2	1	4	3	2	1	0	0					13
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	0	1	1	1	1	0	0	0	0					4
Arabic	0	0	0	0	0	0	0	0	0					0
Haitian	0	0	0	0	0	1	0	0	1					2
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0

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
Other	0	0	0	1	0	0	0	0	0					1
TOTAL	2	7	5	8	7	5	1	2	3	0	0	0	0	40

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - 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 ELLs identified as having special needs.

1. The school's licensed ESL teacher provides instruction to English Language Learners through a freestanding ESL program. All eligible students in grades K-8 participate, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores).

2. Students scoring at the Beginner or Intermediate level receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly. The ESL program is aligned with, and supports, the comprehensive core curriculum in both literacy and mathematics. All classroom teachers have had required training in ESL methodologies and prepare content area lessons with these strategies in mind.

As a K-8 school with a relatively small, but growing population of ELLs and one ESL teacher, programming a full "push in" model is difficult, therefore the school utilizes the "push in/pull-out" model of ESL instruction. Advanced students are serviced through the push in model and beginners through the pullout model. Intermediate students are transitioned to full push in.

3. Instruction is content-based and centers on the Workshop Model. The ESL teacher conducts whole class read alouds and shared readings to promote reading comprehension, reading skills and strategies and to expand vocabulary. Standards-based activities include a variety of genres to enhance and promote student interest using a broad spectrum of reading materials. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Author studies are used to compare and contrast various writing styles. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. The writing process is taught through Guided Writing, Shared Writing, Interactive Writing and Writers Workshop. Essay writing, interviewing, responding to literature, and narrative procedures and accounts are samples of the writing genres that are explored within the ESL classroom. All classrooms are stocked with grade-appropriate reading materials for use in literacy activities as well as the integration of curriculum areas into literacy.

The ESL Teacher attended a series of Professional Development sessions on "Sheltered Instruction for ELLs," and through the New York City

ELL Success Incentive Grant, turnkeyed the information to classroom teachers. As a result, teachers include instructional approaches and methods in their classroom that are designed to make content comprehensible to ELLs while enriching language instruction as well.

The ESL curriculum is supplemented by Pacific Learning’s “New Heights” program. New Heights is a tape-assisted reading program that provides students who are struggling readers with an opportunity to practice reading the same text, with audio support, as many times as required to reach fluency. The program is research-based, and studies indicate that when second-language learners are given the opportunity to re-read books with audiotapes, they show substantial growth in their ability to read increasingly difficult books both fluently and accurately.

4. The school makes use of a data-driven approach to improving student performance, using item skills analyses, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. All teachers, including the ELL teacher, maintain Assessment Binders, a central location for all types of assessment data. Ongoing assessments are both formal and informal. For students in grades 3-8, item skills analyses generated from Kaplan Achievement Planner, Periodic Assessments, and ELL Interim Assessment help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Early Childhood Language Arts System (ECLAS-2) in the lower grades helps teachers make appropriate decisions as they select reading materials, plan activities, and structure literacy programs for all lower grade students, including ELLs.

4. a. A review of Home Language Information Surveys indicates most students enter the school with some degree of literacy in their native language. Further, there are no SIFE enrolled at the school (Students With Interrupted Formal Education).

4. b. Students just arriving into an English Speaking School System are supported in a variety of ways. “Newcomers” are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks.

4. c. In addition to the mandated ESL instruction, ELLs with 4-6 years of service are supported at the school. These students are given AIS services in Literacy, Math, Science and/or Social Studies as needed. They are mandated to attend the additional 37.5 minutes of instruction Monday through Thursdays. We also recommend that they attend the After School Program. Further, the students are tracked at our Academic Intervention Services meetings monthly.

4. d. Long Term ELLs (students in an ESL Program for more than six years) are provided with intensive Academic Intervention Services, both within the classroom and at the school level. Further, if adequate progress is not made, students are looked at on an individual basis by the AIS Team in an attempt to determine if a referral for a special education evaluation is necessary.

4. e. Special Education ELLs, in addition to their IEP mandated services, are also supported at the school. They are mandated to attend the additional 37.5 minutes of instruction Monday through Thursdays. Instruction for these students is differentiated based on individual student needs. We also recommend that they attend the After School Program. Further, the students are tracked at our Academic Intervention Services meetings monthly.

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	60-90 minutes per day	45-60 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

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted Intervention services are provided to all students, including ELLs, by an AIS Literacy, AIS Math and an At Risk teacher. We offer the following programs:

- Fundations
- Voyager
- Wilson

Students achieving proficiency in English are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independent of support, it is removed. Activities designed to support transitional students are:

- Lunch Time Tutoring, offered by classroom teacher.
- After School Program, offering academic support in reading and math.
- Academic Intervention Services during the school day.

6. Services offered to transitional students are monitored by the Academic Intervention Team and are individualized based on each student's need. The team meets monthly to track progress. Students are removed from the transitional program when they perform at or above Level 3 on City and State Standardized Assessments.

7. As a recipient of a New York City ELL Success Incentive Grant, the school improved instruction for ELL students. Through the grant, the school purchased laptop computers and a specialized software program, Imagine Learning English. The program uses adaptive assessments to provide differentiated instruction to each student—it acts as a one-on-one instructor. Our ELLs show deficits in language development, and this program provides strategic first-language support by instructing students in performing activities and understanding language concepts in their native language, therefore building and enriching native language literacy. Each concept is scaffolded with engaging repetition. In order to ensure students' academic success, Imagine Learning English teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. We plan on continuing to offer this program to our students.

8. We do not plan on discontinuing any programs or services for our ELLs

9. The school follows New York City's Core Curriculum for all subject areas. ELA is taught through the Balanced Literacy model. Mathematics instruction centers around Everyday Math in grades Pre-K through five and Impact Math for grades six through eight. Science and Social Studies instruction follows the New York City Scope and Sequence. Extra-curricular programs include partnerships with MOMA, the Museum of Natural History, Active Learning Leads to Literacy, Step-Dancing, Flamenco Dance, and Tap Dancing. ELLs are afforded equal access to all school programs and actively participate in all activities.

Our after school program is supported by a community based organization, Neighborhood Improvement Association. They provide for an academic after school program for our students in grades 1-8. Our ELL students are invited and encouraged to attend. We will also be providing an ELL program supported through the ELL Success Incentive Grant and well as school funds. That program will meet 4 days a week from March through May.

10. ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped with a fully stocked classroom library with a wide variety of reading materials designed to support the individual needs of ELL students as they begin to acquire and develop their skills in English. ELLs also have access to a wide array of technological tools including laptop computers

and SMARTBoards.

11. Native language support is delivered in a variety of ways. Our computer-based instructional program, Imagine Learning English, has built in support for a variety of native languages. We provide glossaries to our students in their native languages so that they can more easily develop their academic knowledge. Finally translate when necessary or pair students with someone who speaks their language.

12. All required services support and resources correspond to ELLs age and grade levels.

13. We provide parents of ELLs with information about community resources available for both their children and themselves. We encourage parents to avail themselves of these resources.

14. N/A

C. Schools with Dual Language Programs

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

Not Applicable

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development, for the ESL Teacher as well as all classroom teachers, continues to be a focus for the school. The ESL teacher has completed QTEL Professional Development, including Building the Base and Building the Base 2, and regularly implements its theories at the school. She also attended Catherine Brown's Sheltered Instruction for ELLs, offered by our Network. New teachers are provided with the required 7.5 hours of ELL professional development. Topics include the STages of Language Acquisition, Using Sheltered English in the Classroom, Building Background Knowledge for ELL students, and Assisting the Newcomer. Each teacher maintains their records, with copies in the main office.

2. Classroom teachers of ELLs, both general education common branch teachers and special education teachers, are participating in ongoing professional development throughout the school year. Teachers of grades 5 and 8 attend professional development on the standards for all content areas for middle school and high school. They expose students to the skills they will be expected to learn in middle school and high school.

3. Our staff members regularly participate in ELL training throughout the school year. Training opportunities include Regularly scheduled academy meetings and other professional development days (Election Day, Brooklyn Day). Further, we support our staff in assisting ELLs as they transition from one school level to another in the following ways:

E. Parental Involvement

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

1. Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer a series of supportive and informative workshops. These workshops are planned based on the needs of parents and are designed to assist parents and enable them to be effective partners at home. We distribute interest surveys at the start of each school year and use that information to plan activities. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. We have also set up a Lending Library, with materials in various languages, to serve as a resource for parents.

2. We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. One such partnership, the Neighborhood Improvement Association, sponsors an after school program and also assists families in navigating city agencies and ensures that families are afforded every resource available.

3. We evaluate the needs of the parents in several ways. Our parent Coordinator is in direct contact with many families and can assist us in determining the needs of our ELL families. We also provide a parent survey, translated in several high incidence languages, that gives parents the opportunity to express their needs.

4. As a result of our outreach efforts, our parent involvement activities are designed around the needs of the parents. We regularly evaluated the effectiveness of our activities and redesign as needed. Our goal is to have all of our parents involved in school based activities and work to ensure that occurs.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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)	0	3	1	4	1	3	0	1	1	0	0	0	0	14
Intermediate(I)	0	4	4	2	4	1	0	1	1	0	0	0	0	17
Advanced (A)	2	0	0	2	2	1	1	0	1	0	0	0	0	9
Total	2	7	5	8	7	5	1	2	3	0	0	0	0	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	0	0	0	0	0	0	0	0				
	I	0	1	1	0	2	1	0	0	0				
	A	0	3	3	0	1	0	2	0	1				
	P	0	1	1	3	3	2	0	0	2				
READING/ WRITING	B	2	1	1	0	1	1	0	0	1				
	I	0	4	3	2	3	1	1	0	1				
	A	0	0	0	1	2	1	1	0	1				
	P	0	0	1	0	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	0	0	2
4	0	1	1	0	2
5	0	0	0	0	0
6	1	0	0	0	1
7	0	2	0	0	2
8	0	2	0	0	2
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	1	0	2	0	0	0	3
4	0	0	2	1	0	0	0	0	3
5	0	0	1	0	0	0	0	0	1
6	0	0	2	0	0	0	0	0	2
7	0	0	2	0	1	0	0	0	3
8	0	0	1	0	0	0	0	0	1
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	1	0	1	0	3
8	0	0	0	0	1	0	0	0	1
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	1	0	1	0	2
8	0	0	1	0	0	0	0	0	1
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. 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?
5. 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?

Reading/Writing subtests than the Listening/Speaking subtests, with the middle school students also demonstrating weakness in the Reading subtest.

3. Our instructional programs incorporate activities that are designed to support ELLs in developing their literacy skills across all grades. These programs include phonics and phonemic awareness activities as well as Imagine Learning English, a computer based program that individualizes instruction and provides native language support to students as well.

4.a. An analysis of student assessment results for 2010 shows that overall, 78% of students in grades 3-8 scored at or above Level 3 on the State English Language Arts exams while only 22.2% of ELLs scored at or above Level 3. In Mathematics, 96.8% scored at or above Level 3 on State Mathematics exams, while 90.9% of ELLs scored at or above level 3. EClas-2 results show ELLs underperforming across all literacy strands. The academic performance of ELLs is of particular concern as the group represents a disproportionately high percentage of below level scores, specifically in ELA.

Results for the Grade 4 and Grade 8 State Science Exams and the Grade 5 and 8 Social Studies Exams also indicate weakness in the ELL population when compared to the English Proficient population. For Science, 5 students were tested and 80% scored at Level 3 or Level 4. For Social Studies, 6 students were tested and 50% scored Level 3 or Level 4.

SASS analysis demonstrates that the school has met its Annual Yearly Progress (AYP) target in Grade 4 Reading, Math, and Science and Grade 8 Reading, Math and Science. Our State Accountability status for the 2009-2010 school year is Title 1 School in Good Standing.

4.b & c. Based on our analysis of the data, and all relevant findings, the following are implications for our instructional program for ELL students:

- The continued implementation of a school-wide uniform literacy and mathematics curriculum, with parallel instruction in all classes, including freestanding ESL classes.
- Providing all students, including ELLs, access to the Core Curriculum in Literacy Mathematics, Science and Social Studies.
- Development of multi-leveled classroom libraries, with attention to the specific needs of ELLs.
- Data Driven instruction, including ELL Periodic Assessment and other assessments to focus on students' strengths and weaknesses and to assist in the grouping of students.
- Focus on content area instruction, and the infusion of ELL methodologies in the content area lesson. (Sheltered Instruction)
- Provision of Academic Intervention Services to all ELL students who are not meeting State standards, including programs during the school day as well as extended school day programs. Programs include:
 - Wilson Reading
 - Great Leaps
 - Voyager Passport
 - Accelerated Reader
 - After School and Saturday Programs
 - New Heights Program
 - Imagine Learning English
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of ELLs, including incorporating the ELL standards into content area lessons.
- Implementation of scaffolded instructional techniques, as based on Quality Teaching for ELLs, WestEd's Professional Development Program.

5. Not Applicable

6. The success of the ELL program will be evaluated regularly by school leaders, in conjunction with the ESL teacher. Further, the Inquiry Team will conduct a thorough examination of all available data as it becomes available. Instructional decisions will be made based on that data.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		10/29/10
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		10/29/10
	Coach		
	Guidance Counselor		10/29/10
	Network Leader		10/29/10
	Other		