



P.S. 121 QUEENS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 121 QUEENS
ADDRESS: 126-10 109 AVENUE
TELEPHONE: 718-738-5126
FAX: 718-843-5584

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010121 **SCHOOL NAME:** P.S. 121 Queens

SCHOOL ADDRESS: 126-10 109 AVENUE, QUEENS, NY, 11420

SCHOOL TELEPHONE: 718-738-5126 **FAX:** 718-843-5584

SCHOOL CONTACT PERSON: HENRY SOMERS **EMAIL ADDRESS** Hsomers@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cathy Traca

PRINCIPAL: HENRY SOMERS

UFT CHAPTER LEADER: Frank Soriente

PARENTS' ASSOCIATION PRESIDENT: Danielle Hawkins

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 209

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS/William Manekas

SUPERINTENDENT: JEANNETTE REED

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
Henry Somers	Principal	Electronic Signature Approved. Comments: .
Frank Soriente	UFT Chapter Leader	Electronic Signature Approved. Comments: . .
Cecil Lambe	Parent	Electronic Signature Approved. Comments: . .
Danielle Hawkins	Parent	Electronic Signature Approved. Comments: . yes
Nalini Jaikaron	Parent	Electronic Signature Approved. Comments: . yes
Anginie Ramtahal	Parent	Electronic Signature Approved. Comments: yes yes
Anita Maharaj	Parent	Electronic Signature Approved. Comments: . yes
Cathy Traca	UFT Member	Electronic Signature Approved. Comments: yes yes
Geraldine Canal	UFT Member	Electronic Signature Approved. Comments: . yes
Lisa Graham	UFT Member	Electronic Signature Approved. Comments: yes yes

* 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.

P.S. 121 believes that all students can meet high standards of excellence, as well as develop social and creative activities and skills through a cooperative effort of the teachers, administration, parents and community. Special programs available include a district/in house funded gifted and talented pull-out program in social studies and science. We have Title I PCEN reading and math teachers who work intensively with students in small group settings. We offer online interactive games for all grades through a link on our Department of Education website. In addition, we have a Teacher Center which is managed by our Teacher Center Specialist. The Teacher Center offers professional support for teachers with planning, management, and has a plethora of resources and materials in all subject areas. Our Teacher Center Specialist provides model lessons, collaboration, co-teaching, computer and technology such as internet access. Support through parent workshops are also given to our parents, students and the community as well. After school activities at P.S. 121 include both academic and sports related activities such as chess, schoolyard tennis, track, basketball, dance, and jump rope. We re-introduced our school wide dance program which produces both a Winter and Spring concert that are both open to the community. We are currently the winner of the 2009-2010 Stock Market Game and we proudly display the banner in our school.

P.S. 121 has a Family Resource Center administered by our Parent Coordinator. The goal is to provide support for our entire school community. The health resource component of our center provides resources for counseling, medical and dental coverage through DeMattis Heart Center, Jamaica Hospital and College for Holistic Medicine.

As the school year commences, we not only wish to reflect on process but also ensure that we are creating a community of confident learners. We want our students to be able to articulate their own goals, have good decision making skills, as well as take responsibility for their own learning and choices. They must envision themselves as accountable for their academic choices and invested in the school community. In creating this community of learners an appreciation for the ideas of others and the desire to see and think from many different perspectives is essential. Embracing diversity and demonstrating compassion, curiosity and creativity are just a few of the other ingredients of our vision of confident learners.

Our accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the curriculum. Of course this is done in collaboration with a particular grade as well as staff developers, literacy specialists and administration. Our staff creates, assesses, selects and adopts a rich and varied collection of materials to support student learning. In addition, the teachers engage in learning within and across the disciplines. This helps them understand how the subjects they study can be used to explore important issues in their lives and the world.

Through collaborative discussion it is our contention that we will be tweaking some of our practices and expanding upon others. We have concluded that when program stakeholders are involved more actively in all aspects of evaluation numerous advantages are gained. For example, there is more opportunity to understand how programs work, greater ability to avert problems before they occur, being proactive, possibly using practical and reasonable solutions to problems that do occur, more

information to improve the program on an ongoing basis, and finally increased advocacy for the program and its successes. In other words, we will continue weekly grade meetings with our Assistant Principals, teacher center staff and staff developers. The teacher center is again the hub of ideas and materials. Evaluation focuses on building the capacity of participants. Our lunch and learns will commence immediately in September allowing cross grade discussion which is so essential to the students' ultimate success. It is our contention that our actions align with our theories resulting in high quality staff development capable of impacting student achievement. One of our "goals" is to provide professional development opportunities focused on instructional best practices, classroom atmosphere, management, and information on curriculum to new teachers as well as those with more experience. This is why we must have funds for our "F" status staff developer. Our other goal is to ensure the staff are engaged learners and continually deepen their knowledge and skills. Our main objectives are to enhance teacher knowledge base and skills for developing effective instruction and provide appropriately aligned assessments to students and ultimately to improve student achievement. Our other objective is to provide teachers with tools and strategies to effectively self-evaluate for personal and professional goal-setting. We are aiming to ensure that our staff development is never isolated or just a series of events, instead it is a comprehensive scope of experiences and support necessary to enhance and/or change practices and positively impact student achievement. We must continue to be evaluators of our work. We must continue to ask ourselves questions to elicit data in order to make collaborative decisions about what is and is not resulting in the impact we hope to produce. We must assess what we are learning, believing, valuing, and reaching for. Finally, we must be ruthless in requiring evidence and scrutinize our own practices to be on a continuous path of amelioration. We inevitably must be comfortable with the idea of routinely and critically evaluating our data to know if our work is producing the results we deserve.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 121 Queens								
District:		28	DBN #:		28Q121	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<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 type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		35	34	33			94.3	94.1	TBD	
Kindergarten		101	131	127						
Grade 1		140	117	142	Student Stability - % of Enrollment:					
Grade 2		127	156	134	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		145	134	165			91.1	94.48	TBD	
Grade 4		132	141	127						
Grade 5		126	126	140	Poverty Rate - % of Enrollment:					
Grade 6		130	123	131	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			77.2	80.1	85.3	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			4	7	TBD	
Grade 12		0	0	0						
Ungraded		6	0	1	Recent Immigrants - Total Number:					
Total		942	962	1000	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							2	7	2	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		6	10	16	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		31	50	46	Superintendent Suspensions		0	0	TBD	
Number all others		46	32	46						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	30	29	32	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	4	Number of Teachers	71	71	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	0	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	TBD	% fully licensed & permanently assigned to this school	94.4	91.5	TBD
				% more than 2 years teaching in this school	77.5	74.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	39.4	39.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	79	TBD
American Indian or Alaska Native	1.5	1.1	1.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.3	94.4	TBD
Black or African American	24.5	24.5	26.2				
Hispanic or Latino	14.2	12.5	11.7				
Asian or Native Hawaiian/Other Pacific Isl.	56.3	58.1	56.2				
White	3.5	3.7	4.3				
Multi-racial							
Male	51.1	52.1	53.4				
Female	48.9	47.9	46.6				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

PS121 DOE Accountability Status is in good standing. As we examine our data related to our ELA performance, there are several trends that become apparent. In our third grade in 2007, we noticed that 7.7% females and 11.5% males scored level 1. The performance of our third grade the following year improved dramatically with only 6.1 % of students in Level 1. This year, there are only 5 % of students that scored a level 1. As we reflected, the following became obvious. During the second half of the 2007-2008 school year and throughout the 2008-2010 school years, we implemented leveling in the second grade using "F" status reading teachers to ensure smaller groups. We absolutely reaped the rewards from aligning the funds to the needs. As a result, our level 1 population dropped dramatically in grades 3 and 4. Although we do not foresee another summer enrichment program in our near future, we continue to reflect on different strategies for intervention. This is when our Teacher Center and "F" status Staff Developers' roles are crucial to improving performance trends. The most significant barrier to our school continual improvement is the lack of funding for specific strategies used in the past such as the 2nd grade summer school, as well as additional reading and math personnel for small group instruction.

Our greatest accomplishment is the funding of the Teacher Center as the hub of ongoing staff development. This includes but is not limited to personnel qualified to guide our teachers. This past year, we at PS121 transformed the school into a professional learning community. There were collaborative structures that supported this endeavor. Learning continues to be deeply imbedded in the daily work of educators, so much so that it is difficult to distinguish between where the work ends and the learning begins. Teachers engage in the ongoing cycle of inquiry, reflection, dialogue, action, analysis, and adjustments in order to improve results and give each other feedback as they practiced their new skills. We pride ourselves on enabling the teachers to test their ideas about teaching and expanding their level of expertise by allowing them to hear the ideas of others. Through ongoing staff development we are training teachers to be more cognizant of when students are ready to learn a specific skill. For example, when teachers conference with a student (which of course is an excellent way to assess), they determine through higher level questions what skill the student is "on the verge" of learning. The assessments reveal the students ability to apply knowledge, which, of course, is one of the keys to success. We must teach each student within his or her "zone of proximal development." If financial constraints were not an issue, they would be receiving extra services from the "F" status teachers. Our cabinet is very involved with their needs. Through staff development by our Teacher Center Specialist and "F" status staff developer, our Inquiry Team was able to observe and discuss performance trends.

After much analysis and discussion among professional teacher teams, discussion with the Core Inquiry Team and review by administration it became evident that this work should be weaved into our social studies curriculum, mapping and daily lessons. A goal this year is to focus on content area vocabulary and high level thinking that mimics ELA type questions/response. The keys to developing this critical mass of education within the school require the three c's of sustaining and improving initiative: communication, collaboration and culture. We have already begun to support teachers with this endeavor through professional development at grade meetings and at Inquiry Based Mapping Curriculum Sessions. We recognize that we have merely taken the first few steps on the long journey to transforming our school into a professional learning community. It is much easier to initiate change than to sustain fruition.

In order to create a uniform assessment, our staff at PS121 was trained in TCRWP Reading Assessments. This program includes letter/sound identification for Kindergarten, concepts of print, high frequency words for grades K-2, and running records for K-6 for levels A-Z. We believe that being able to discriminate and quickly recognize important letters/words is helpful in attaching sounds to correct letters when reading. In addition, automatic recognition of high frequency words (Automaticity) allows students short term memory to not be overlooked and then freed to focus on comprehension of what is going on in the story. Students will eventually encapsulate the letters of the word into a bonded unit that is recognized immediately. Then all teachers (classroom, reading, etc.) can use these informal reading assessments for narrative texts which correlates to the Fountes and Pinnell system of leveling to support teachers in identifying which level of text students can read independently. Students will then be able to practice reading strategies and read independently or with support during guided reading and strategy lessons.

The input of our Response to Intervention Team is integral in identifying at-risk students. The RTI team comes together to provide a support system that is tailored to move students forward at a pace that is challenging yet not too advanced for success. After initial school opening, TCRWP reading assessment is given and students are grouped according to their current reading level and instruction is geared to meet students where they are and move them from there. During weekly and/or bi-weekly meetings between administration, classroom teachers, reading teachers, "F"status teachers, and support staff will discuss students recognized as at risk and devise a plan of action to ensure success.

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.

Annual Goal	Short Description
<input type="checkbox"/> Annual Goal #1 To empower our K-6 grade students to grow into lifelong independent proficient readers of fiction and non-fiction (with strong application and synthesizing skills).	<input type="checkbox"/> The students will show progress in their individual reading level as measured by TCRWP assessments. Through the use of a variety of strategies (developed in inquiry team meetings) our students learning will be scaffolded through the grades with different instruction and tiered classroom assignments and projects.
<input type="checkbox"/> Annual Goal #2 To support all students as they progress along the spectrum at a pace that aligns with their needs and abilities. This will be accomplished as part of the R.T.I. process by using a uniform reading assessment and interventions specific to the child's needs.	<input type="checkbox"/> To uniform the reading assessments school wide, monitoring all students several times a year and setting up interventions through the R.T.I. team.
<input type="checkbox"/> Annual Goal #3 To increase number of students at performance levels 3 and 4 in ELA by 2 to 5%.	<input type="checkbox"/> There will be growth at performance levels 3 and 4 as measured by ELA in grades 3 to 6.
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Annual Goal #1 To empower our K-6 grade students to grow into lifelong independent proficient readers of fiction and non-fiction (with strong application and synthesizing skills).</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><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>After much analysis and discussion among professional teacher teams, discussion with the Core Inquiry Team and review by administration it became evident that this work should be weaved into our social studies curriculum, mapping and daily lessons. A goal this year is to focus on content area vocabulary and high level thinking that mimics ELA type questions/response. The keys to developing this critical mass of education within the school require the three c's of sustaining and improving initiative: communication, collaboration and culture. We have already begun to support teachers with this endeavor through professional development, at grade meetings and at Inquiry Based Mapping Curriculum Sessions. We recognize that we have merely taken the first few steps on the long journey to transforming our school into a professional learning community. It is much easier to initiate change than to sustain fruition.</p> <p>Our students will be empowered to grow into lifelong proficient readers of social studies, fiction and non-fiction. This will be accomplished through the following ways: scaffolding of skills and strategies, differentiated instruction, revising of our Social Studies mapping in all grades and children actively involved in discussions facilitated by our well-trained teachers with the funds necessary to see the plan to fruition. This will be accomplished through well</p> </div>

planned professional development. Initially, a selected person from each grade will be meeting with our Teacher Center Specialist and/or "F" status staff developer to create a vision as to how the mapping will unfold to meet the needs as well as the requirements. Teachers from each grade will then turn key to their colleagues.

Students are grouped according to their reading level to better meet their needs. In addition we will integrate our Social Studies with reading and writing. However, due to financial constraints (again), we are unable to reduce the size of our groups. This has a direct impact on the student's learning especially our targeted children. Our administrators, Teacher Center Specialist, and Staff Developer conduct weekly meetings, lunch and learns, model lessons, etc. These meetings allow for a collaborative, congenial atmosphere resulting in highly qualified teachers having appropriate tools, which leads to successful student outcomes.

Helping students to become active, strategic readers is a challenging process, but to be successful, one aspect is clear: We need to teach comprehension skills and strategies right from the start. Our staff development by our Teacher Center Specialist and "F" status staff developer is presented as a powerful tool for teaching and a vehicle for learning. We will foster collective inquiry by synthesizing and sharing research and best practices and providing that information to staff on an ongoing basis. Exposure to and conversations about books, as well as, explicit teaching are hallmarks of quality teaching in the early years. We will promote collaboration by providing time in the school day during common preparation periods and intervisitations for teachers to work together on issues of teaching and learning.

We will train teachers in collective inquiry and team building. Also, we will use a staff development training model that incorporates guided practice and coaching. We will build continuous improvement processes by citing and celebrating improvements and then identifying new and more challenging goals. We will focus on results by developing varied assessments procedures that provide teachers with the information and feedback they need to make informed decisions on their practice. In making adjustments to our Social Studies curriculum we concentrate on different instruction which involves modifications in one or more of the following areas: content, process and product. Our Social Studies

	<p>curriculum has been enriched by the use of magazines like: Seasaw, Click, Time for Kids, etc. Articles are very engaging and chock full of wonderous vocabulary and vivid language, for modeling as well as a multitude of concepts to mimic for test preparation. Funding for these and other magazines is essential to the success of all our students.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/>We will have ongoing staff development, provided by our "F" status staff developer and Teacher Center specialist, for all teachers during the school year, and if monies become available during the summer. This will allow us to continue professional dialogue which is essential to the understanding and the implementation of data driven instruction.</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><input type="checkbox"/>The following are examples of ways to observe evidence: examination of student work, modification of leveled groups, conference notes, teacher created tests, longitudinal studies, informal and formal observations by administration, technological support such as ARIS, collecting student work to create a binder of anchored papers of exemplary work to be shared across the grades and mentoring meetings. We will also use cabinet, grade and data meetings to ask about the progress of specific children, help problem solve ways to increase the power of intervention when students are not making adequate progress, resolve scheduling issues as they arise and identify new needs as they emerge as part of the Response to Intervention plan.</p>

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Annual Goal #2 To support all students as they progress along the spectrum at a pace that aligns with their needs and abilities. This will be accomplished as part of the R.T.I. process by using a uniform reading assessment and interventions specific to the child's needs.</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><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Response to Intervention is a process of implementing high-quality scientifically validated instructional practices based on assessment of learner needs, monitoring students' progress, and adjusting the intensity and nature of interventions based on the student's responsiveness. It is a preventive measure designed to prevent long-term academic failure. At PS 121 we have already put in place a Response to Intervention team wherein students are assessed in Reading. The entire student population is assessed in Reading using the TCRWP Assessments which are aligned with Fountas and Pinnell reading levels.</p> <p>A running record allows you to assess a student's reading performance as she/he reads from a benchmark book. Benchmark books are books selected for running record assessment purposes. A running record form, with text from the book printed on the form, accompanies each of the benchmark books. Only the first 100 -150 words of the longer benchmark books are used for the upper level running records. Our teachers will be responsible for assessing the levels and needs of all students. Groups will be flexible and instruction will be prescribed with activities that respond to students' learning needs. Ongoing record keeping, assessments and dialogue between all members of the academic circle will be the key ingredients in this process. These assessments are given a minimum of three times a year and allows us to monitor the progress and adjust instructional interventions to move students forward.</p> </div>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Ongoing staff development will be provided by our "F" status staff developer, Teacher Center Specialist, and F status reading teachers through small group instruction . Reduce class size depending on funding.</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><input type="checkbox"/> All students will be monitored within a school-wide screening system, monitoring all students' performance 3-4 times per year. Students that are deemed to require strategic intervention will have their performance monitored on a monthly basis, while those students that need the most intensive intervention will be monitored on a weekly to bi-weekly basis. Response to Intervention team members will attend mentoring meetings, Inquiry Team meetings, observations both formal and informal, weekly grade conferences, cabinet meetings, curriculum mapping meetings, PPT meetings, and safety meetings in order to make changes in goals, instruction and/or services, not excluding the decision to make a referral for special education programs and/or services. By implementing this Response to Intervention plan we believe our referrals for Special Education programs and/or services will decrease by one-third.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Annual Goal #3 To increase number of students at performance levels 3 and 4 in ELA by 2 to 5%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> This past year, we at PS121 transformed the school into a professional learning community. There were collaborative structures that supported this endeavor. Learning continues to be deeply imbedded in the daily work of educators, so much so that it is difficult to distinguish between where the work ends and the learning begins. Teachers engage in the ongoing cycle of inquiry, reflection, dialogue, action, analysis, and adjustments in order to improve results and give each other feedback as they practiced their new skills. We pride ourselves on enabling the teachers to test their ideas about teaching and expanding their level of</p>

expertise by allowing them to hear the ideas of others. Through ongoing staff development we are training teachers to be more cognizant of when students are ready to learn a specific skill. For example, when teachers conference with a student (which of course is an excellent way to assess), they determine through higher level questions what skill the student is "on the verge" of learning. The assessments reveal the students ability to apply knowledge, which, of course, is one of the keys to success. We must teach each student within his or her "zone of proximal development." If financial constraints were not an issue, they would be receiving extra services from the "F" status teachers. Our cabinet is very involved with their needs. Through staff development by our Teacher Center Specialist and "F" status staff developer, our Inquiry Team was able to observe and discuss performance trends.

It is our goal to increase the number of 3's and 4's in our school. Students who are currently at this level are proficient in acquiring information and skills and often have an extensive knowledge base that allows them to make meaningful connections to new learning quickly. They are then ready to move on to other challenges. How children process new information presented in the classroom has a great impact on the quality of what is learned and is a major factor in determining whether and how it will be retained. Teachers with a greater understanding of the types of memory and how they form can select strategies that are more likely to improve the retention and retrieval of learning. Therefore, we will be having lunch and learns as well as administrative meetings to discuss these ideas. We do not want students to hold onto battles in history just long enough to take a test and after which the knowledge readily decays and is lost. Retention requires our teachers to provide our students with strategies to build conceptual frameworks that have sense and meaning for eventual consolidation into long term storage networks. We will be planning teacher book clubs with such books as Differentiated Instruction by Judith Dodge, etc. We must challenge our students and assure that only the best read alouds are used in the classroom. Interactive discussions are key to stimulating interest on the part of our students. And finally having high expectations is paramount to ensure our students highest academic achievement.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/>Classroom teachers will receive professional development from our "F" status staff developer, Teacher Center specialist and "F" status reading teachers.</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><input type="checkbox"/>Progress will be measured through formal and informal observations, teacher created assessments, kidwatching, projects, and results of ELA exam and Acuity Assessments.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/>
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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			N/A	N/A	5			11
1	39		N/A	N/A	11		3	17
2	26	14	N/A	N/A	5		1	17
3	30	32	N/A	N/A	12		5	21
4	32	42	25	2	7		3	10
5	21	42		11	5		10	11
6	30	32			12		5	6
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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><input type="checkbox"/> Small group instruction is provided throughout the day for grades K-6. Students in grades K-3 who need basic phonics and language development are currently using the Foundation and/or Wilson Language Basics with our IRT teacher. Additional services are provided by our reading specialists before, during, after school, and during our Saturday program. Instruction is provided in either small group or whole class instruction. Small group instruction is provided through reading comprehension strategy lessons, guided reading lessons utilizing Teachers College Reading and Writing and lessons to build grammar skills.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Small group instruction is provided for grades 1-6 before, during, after school, and on Saturdays using manipulatives for hands-on instruction. Additional services are provided by our Math PCEN teachers before, during, after school, and during our Saturday program. Games are used to reinforce skills and support retention. Dialogue is used to communicate mathematical methods, purpose, and reasoning. Visual aids are incorporated throughout instruction.</p>
<p>Science:</p>	<p>Small group instruction will be provided for students in grades 3-5 during our after school program that will include lessons on the strands of Physical Setting and the Living Environment through inquiry based investigations. Problem-solving skills, developing positive science attitudes, learning new science content and increasing scientific literacy will be key areas of concentration. There will opportunities for hands-on experience with scientific tools while honing questioning and observation skills.</p>
<p>Social Studies:</p>	<p>Small group instruction is provided for grades 3-5 during our after school program using DBQ short answers in which documents will be analyzed. Think aloud strategies will be modeled in relation to DBQ's. Test taking preparation will be incorporated into services such as multiple choice strategies. Lessons will include essay writing techniques that will include but are not limited to how to create an essay using documents citing, creating essay outlines that have an introduction, body and conclusion.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Services are provided mostly on a one-to-one basis, yet at times, services are also provided in small groups. Counseling is based on cognitive/behavioral therapy. Students in grades kindergarten through grade two receive instruction through art and biblio-therapy, a method which utilizes related text material. Students in grades 3 through 6 are taught strategies for test taking, study skills, and social skills, such as peer pressure, bullying, friendship and overall</p>

	communication skills.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> School Counseling includes, but not limited to the following skills for: increasing attention, managing peer pressure, preventing bullying, managing self-esteem, managing uncomfortable feelings, and skills to increase readiness. Due to budgetary constraints we are unable to provide after school services, at this time, which does without a doubt impact student's ability to cope with everyday stresses that can interfere with their academic progress.
At-risk Health-related Services:	<p>Our nurse provides workshops for Asthma Awareness to inform students of the signs and symptoms of asthma. They learn the triggers and how to prevent attacks. They are also made aware of how to utilize inhalers properly and to know when the attack has escalated to an emergency level.</p> <p>Our occupational therapist services students on a one-to-one basis to build fine motor skills using bead stringing, buttoning activities and placing pegs in holes. Gross motor skills are built through body movement and ball catching. Graphomotor skills include pen holding, writing, learning spacing and sizing.</p> <p>Our physical therapist focuses on gross motor functioning, postural control, sitting, standing, and walking. He helps the children navigate their environment safely. He helps determine the equipment necessary to perform these skills. He is a part of a multi-interdisciplinary team and works with teachers, social workers, occupational therapist, and parents.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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-6

Number of Students to be Served:

LEP 10

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

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.

ESL small group instruction is provided throughout the day for grades 1-6. Students in grades -3 who need basic phonics and language development are aided by strategies from the Foundations and/or Wilson Language Basics. Additional services are provided by the ESL teacher before, during, after school, and during our Saturday programs. Small group math instruction is provided for ESL students in grades 1-6 before, during, after school, and on Saturdays using manipulatives, and are taught according to their learning styles. Additional academic materials are provided to teachers of ELLS who have reached NYSESLAT proficiency. These materials provide scaffolding aids for students according to the listed topics on academic calendars. For those ELL students who have graduated to Junior High Schools, a parent meeting will be held to inform parents that communication will be maintained between the elementary school ESL coordinator and Junior High School ESL coordinator. Special reading materials will be ordered for those ELL students who will be moving on to Junior High School, in order to support and scaffold the academic needs of these students. Several academic materials have been made available to ELLS such as Empire State preparation books for the NYSESLAT, Reading Connection books, Keep on Reading comprehension books and Journey Into Reading books. A computer lab is available for all students, and calculators are used for educational aids.

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.

P.S.121 is organized with common preparation and administrative periods, and this enables the ESL teacher to promote professional dialogue which allows the opportunities for teachers to share and refine the strategies they use to meet the needs of the students through differentiated instruction. The ESL teacher will be provided the opportunity to attend district, regional and citywide workshops and seminars to keep abreast of current trends in education. The ESL teacher will turnkey the insights and information they gained with their colleagues.

Section III. Title III Budget

—

School: PS121

BEDS Code: 342800010121

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) - Per session - Per diem	\$11,736.00	<input type="checkbox"/> <input type="checkbox"/> Professional Salaries \$11,736.00- Extended Day Program After-School One ESL teacher will be paid per session rate for 120 sessions(2hrs each). 1 teacher x \$49.73x 100 sessions x 2hrs=\$9946.00 Saturday Program- 1 teacher x \$49.73x 9 sessions x 4 hours=\$1790.00
Purchased services - High quality staff and curriculum development contracts	\$1459.00	<input type="checkbox"/> <input type="checkbox"/> \$1000.00- Parent Workshops- Evening ongoing parent workshops designed to inform parents of programs and instructional initiative and provide suggestions and activities for parents to support students at home. The ESL teacher will work in conjunction with the Parent Coordinator to conduct these workshops. Workshops will be 20 hours at \$49.73 per hour. \$459.00- A member of a school-based team will translate copies of school documents.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1875.00	<input type="checkbox"/> <input type="checkbox"/> \$ 500.00- Purchase of sight word readers and reading comprehension learning packets. \$605.00- Purchase of language learning packs in Spanish and

		Punjabi. \$700.00- Purchase of English Language Learning Packs- Purchase of Empire State Nyseslat ESL/ELL books and Empire State English Language Arts Books.
Educational Software (Object Code 199)	\$	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

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.

Upon verbal input from classroom teachers, parent coordinator and administrators, it was evident that school letters concerning after school programs, promotion in doubt, class placement, student progress, special education and the school programs were often not acknowledged, returned or signed by parents of ELL learners, and by parents of non-ELL learners who speak languages other than English. This lack of acknowledgement is due to these letters not being written in the native language, therefore leading to miscommunication between school and parent.

P.S. 121 plans to provide ELL students with translated versions of the above named school letters and they will also be provided with translated versions of discipline guidebooks, report cards and student agenda handbooks.

P. S. 121 conducted an assessment of oral translation needs after conducting meetings with parent coordinators, classroom teachers, the school based support team and administrators. It was evident that there was a need for translators for various parent meetings.

Translators will provide communication services for parents of ELL students and mainstream students. There is a need for translators at parent orientation meetings, Parent Association meetings and parent teacher conferences. There will also be translators for ongoing school and /or Project Arts parent workshops. In addition, there needs to be a translator for telephone translations in emergency situations.

A teacher will translate school documents, concerning after school, promotion in doubt, class placement, school progress, special education and other programs. A1 translation will provide a translator for 20 hours to translate certain written documents and provide oral translation for parent meetings.

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.

Parental notification of translation and interpretation services will be achieved by sending home letters informing parents about translation services that are available at P.S. 121. All home correspondences will be translated to native languages if the need arises.

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.

P.S. 121 plans to provide ELL students with translated versions of the above named school letters and they will also be provided with translated versions of discipline guidebooks, report cards and student agenda handbooks.

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.

P. S. 121 conducted an assessment of oral translation needs after conducting meetings with parent coordinators, classroom teachers, the school based support team and administrators. It was evident that there was a need for translators for various parent meetings. Translators will provide communication services for parents of ELL students and mainstream students. There is a need for translators at parent orientation meetings, Parent Association meetings and parent teacher conferences. There will also be translators for ongoing school and /or Project Arts

parent workshops. In addition, there needs to be a translator for telephone translations in emergency situations. The translator for Spanish will be a member of our staff and for other languages, an outside contractor will be contacted.

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>.

A teacher will translate school documents, concerning after school, promotion in doubt, class placement, school progress, special education and other programs. A1 translation will provide a translator for 20 hours to translate certain written documents and provide oral translation for parent meetings. Parental notification of translation and interpretation services will be achieved by sending home letters informing parents about translation services that are available at P.S. 121.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$593,134	\$28,238	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,930		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,656	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$12,000	*	

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 2009-2010 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.

Not applicable

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

Our students strive to meet the requirements of rigorous curriculum. We inspire them to pursue excellence and rise to academic, social and creative challenges. We envision our students soaring to success through a collaborative effort by the P.S. 121 community. Under the supervision of our Parent Coordinator and "F" status staff developer, a myriad of workshops are planned collaboratively with the school's leadership team and "F" status staff developer.

- More parent workshops based on survey to parents
- Kindergarten orientation – Kindergarten Handbook
- Curriculum Night
- Weekly academic information session on new curriculum
- Open access parent room
- Information booklet
- Weekly newsletters are generated from the parents, as well as, administration
- Every family receives a school agenda and an annual calendar.
- PTA meetings
- Family Math Night
- Family Movie Night
- Family Fun Night (games)
- School Leadership Team Meetings
- Meetings of Learning Leaders
- Technological tutorial
- Literacy Evening

Our current academia inspiration is a mobile library for parents of Kindergarten students. We currently have 6 Kindergarten classes. As research informs us primary children need to be read to at home so that the love of reading is continually reinforced. To assist in this endeavor we are preparing a mobile library for pre-Kindergarten and Kindergarten parents. This service will enable these parents to borrow books to read to their children. Hopefully, there will be several possible outcomes: positive attitude towards school, growing love of reading,

strengthen parent-school connection and time allocation to dialogue between parents and students about the books they are reading--this may well be the earliest form of a "book club" Our parent coordinator, librarian, and "F" status staff developer are coordinating this project.

P.S. 121 provides an enhanced curriculum in a supportive and conducive learning environment thereby encouraging the students to meet the NYS standards in the following manner:

High quality staff development by well-trained members of the school's core team
Dissemination of information and materials to teachers via bi-monthly staff development
Grade conferences
after-school study group
In-class demonstration lessons
Lab sites with demo lessons
Coaching in class support
Planning sessions during common preps
Parent Teacher Conferences twice a year as set by the Chancellor

Parents are informed of their children's progress via a variety of methods:

- Parent Coordinator
- School Based Support Team
- Classroom Teacher

Teacher Conferences in the Fall and Spring

Informal conferences during school as well as during prep periods.

Parents support our children's academic success in the following ways:

- Education is a priority in our home
- Homework is completed and signed
- Discussions will take place in which the days events, assignments, upcoming due dates, etc. are spoken about
- Attendance is monitored

- Conducive study environment
- Monitoring and encouraging extra curricular activities
- Respecting cultural differences
- Being mindful of school regulations
- Supporting the school's discipline policy of high expectations

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 121 provides an enhanced curriculum in a supportive and conducive learning environment thereby encouraging the students to meet the NYS standards in the following manner:

- High quality staff development by well-trained members of the school's core team
- Dissemination of information and materials to teachers via bi-monthly staff development
- Grade conferences
- after-school study group
- In-class demonstration lessons
- Lab sites with demo lessons
- Coaching in class support

- Planning sessions during common preps
- Parent Teacher Conferences twice a year as set by the Chancellor

Parents are informed of their children’s progress via a variety of methods:

- Parent Coordinator
- School Based Support Team
- Classroom Teacher
- Teacher Conferences in the Fall and Spring, as well as, informal conferences before/after school as well as during prep periods.

The staff is available to meet with parents before and after school, as well as, during prep periods.

Parents may visit and observe their children during open school week as set forth by the Chancellor. Other arrangements are made with the teacher and administer.

Parent Responsibilities:

We, as parents, support our children’s academic success in the following ways:

- Education is a priority in our home
- Homework is completed and signed
- Discussions will take place in which the days events, assignments, upcoming due dates, etc. are spoken about
- Attendance is monitored
- Conducive study environment
- Monitoring and encouraging extra curricular activities
- Respecting cultural differences
- Being mindful of school regulations
- Supporting the school’s discipline policy of high expectations

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.

See section IV

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Sections IV, V, VI

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.

We have a zero period, four days per week, with a teacher to student ration of 1:10. During this 37 1/2 minute block students receive individualized instruction in areas where it has been determined that additional instruction is warranted. We also have an after-school program which operates three days per week. Here students in grades 2-6 receive individual instruction in Reading, Writing, Mathematics, Science and Social Studies. Instruction is provided by highly qualified teachers under the supervision of our administration. If funds become available we will implement a Saturday program with a focus on best practices on test taking.

o Help provide an enriched and accelerated curriculum.

See Section IV, V, VI

o Meet the educational needs of historically underserved populations.

See Sections IV, V, VI

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.

See Sections IV, V, VI

o Are consistent with and are designed to implement State and local improvement, if any.

See Sections IV, V, VI

3. Instruction by highly qualified staff.

PS121 has a highly qualified staff. 100% of all staff members are licensed in their area of work.

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.

A plan of continued staff development has been implemented to provide staff with all of the latest technology and methods that are available.

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

Due to the high scores and continued success, we will not have any difficulty attracting highly qualified teachers. We have an abundant amount of resumes that we can choose from if a position should arise.

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

Parent involvement has been a long term focus in our overall school plan. We have increased parent participation ten-fold by utilizing workshops and assembly programs where children receive awards or are involved in a performance. We are utilizing the latest technology with computerized phones and dial-up machines to call homes and let parents know when PTA meetings are held.

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.

We are in the third year of our early childhood program. Due to the fact that our Assistant Principal is an Early Childhood Specialist, we are capable of in-house workshops. Transition from preschool begins in May with a buddy program. Older students have an opportunity to come into Pre-K to work with children so they, the Pre-K students, can become more comfortable with interacting with older students. Our second part of the program takes place in June where Pre-K walk through the building and are given the opportunity to see our building operation.

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.

Assistant Principals conduct weekly grade meetings where the success of various assessments are discussed, Inquiry Team shares best practices on a regular basis. Our Data Specialist facilitates workshops where teachers receive ongoing training on the use of ACUITY and its applications for our students. Our Teacher Center Specialist turnkeys information that is disseminated at region, bureau, and city-wide meetings. In addition, our Teacher Center Specialist shares knowledge gained at a myriad of conferences at local and regional workshops attended, including IRA National Reading Conferences, QUEST Education Issues Conference, etc.

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.

When budgeting we include a gifted program for our most advanced achievers. Students who have difficulty mastering proficiency levels will be serviced by F-Status, Reading and Math teachers.

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.

Violence Prevention Program

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title II	Federal	Yes			234646	True

¹**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.

²**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 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:

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.)

5

2. Please describe the services you are planning to provide to the STH population.

Students that are found to be part of the STH population will receive services to ensure their success in school. Students in the STH population will attend our extended morning classes where they will receive small group instruction in all of the subject areas. They will also take part in our after school programs which include both academic and sports activities. We will also plan to have this group of students meet with our Guidance Counselor one on one and/or in small groups as deemed necessary by our Guidance Counselor.

Money will be put aside, if our budget allows, to provide these students with school supplies such as notebooks, pencils, book bags, etc. if it is found that they do not have these basic materials.

A folder will be kept in the main office that will list these students names and their classes as well as the services that are being provided to them. This list will be updated monthly by the Pupil Personnel Secretary and assigned staff.

Part B:

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).

5

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Students found to be a part of the STH population will receive services both academic and extra-curricular. They will attend our extended morning session, in which students will receive small group instruction in areas which they are found to be sufficient in. They will also take part in after school activities such as homework help, test prep assistance, and sports. We will also have these students meet with our Guidance Counselor one on one and/or in small groups as often as is deemed necessary by our Guidance Counselor. Money will be put aside, as our budget allows, to provide these students with school supplies, such as notebooks, pencils, book bags, etc.

A folder will be kept in the main office with a list of these students' names, classes, and the services they are being provided. This folder will be updated on a monthly basis by assigned staff.

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.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_28Q121_110810-113843.doc

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 <i>type here</i>	District	School Number	School Name <i>type here</i>
Principal <i>type here</i>		Assistant Principal <i>type here</i>	
Coach <i>type here</i>		Coach <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Guidance Counselor <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Parent <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Parent Coordinator <i>type here</i>	
Related Service Provider <i>type here</i>		Other <i>type here</i>	
Network Leader <i>type here</i>		Other <i>type here</i>	

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

C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	%
------------------------------------	--	----------------------	--	---	---

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education

SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	
------	--	----------------------------------	--	-------------------------------	--

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
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

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

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																
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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.

Paste response to questions 1-4 here

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

Native Language Arts and Native Language Support

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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?

Paste response to questions 5-14 here

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

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?

Paste response to questions 1-4 here

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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 121 Queens					
District:	28	DBN:	28Q121	School		342800010121

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	34	33	35		94.3	94.1	93.5
Kindergarten	131	127	134				
Grade 1	117	142	131	Student Stability - % of Enrollment:			
Grade 2	156	134	143	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	134	165	128		91.1	94.5	93.5
Grade 4	141	127	158				
Grade 5	126	140	138	Poverty Rate - % of Enrollment:			
Grade 6	123	131	139	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.2	85.3	88.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	7	7
Grade 12	0	0	0				
Ungraded	0	1	2	Recent Immigrants - Total Number:			
Total	962	1000	1008	(As of October 31)	2007-08	2008-09	2009-10
					2	7	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	16	18	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	50	46	48	Superintendent Suspensions	0	0	0
Number all others	32	46	53				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	71	71	75
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	11
# receiving ESL services only	29	32	TBD				
# ELLs with IEPs	2	4	TBD	Number of Educational Paraprofessionals	0	1	4

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
	1	0	0	% fully licensed & permanently assigned to this school	94.4	91.5	100.0
				% more than 2 years teaching in this school	77.5	74.6	84.0
				% more than 5 years teaching anywhere	39.4	39.4	58.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	79.0	88.0
American Indian or Alaska Native	1.1	1.1	0.6	% core classes taught by "highly qualified" teachers	96.3	94.4	98.0
Black or African American	24.5	26.2	25.3				
Hispanic or Latino	12.5	11.7	11.6				
Asian or Native Hawaiian/Other Pacific	58.1	56.2	52.6				
White	3.7	4.3	4.3				
Male	52.1	53.4	52.0				
Female	47.9	46.6	48.0				

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,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
In Good		v	Basic	Focused
Improvement Year 1				Comprehensive
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	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	67.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

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	District 28	School Number 121	School Name P.S. 121
Principal Mr. Somers		Assistant Principal Mrs. Vadi	
Coach Mrs. Katz		Coach Mrs. Carrao	
Teacher/Subject Area Mrs. Geraldini/Reading Teacher		Guidance Counselor Mrs. Canal	
Teacher/Subject Area Mrs. Paradiso/Reading Teacher		Parent Mrs. Singh	
Teacher/Subject Area Mrs. Perez/Math Teacher		Parent Coordinator Mrs. Garrett	
Related Service Provider Mrs. Crisafi/IEP Teacher		Other type here	
Network Leader Mrs. Wilkes		Other type here	

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

C. School Demographics

Total Number of Students in School	1037	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	3.38%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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.

Paste response to questions 1-6 here

Part 2- ELL Identification Process

Students who are admitted into the school will be administered the Home Language Identification Survey. The answers are analyzed by the ESL teacher, and a list of eligible students are administered the Language Assessment Battery (LAB-R). The teacher will usually conduct an oral interview in English and native language and scores are noted. Those falling below the cut scores will be eligible to be serviced by the ESL teacher.

When the ESL teacher meets with parents at ongoing parent meetings, a thorough description of the Transitional Bilingual Education, Dual Language and Freestanding ESL programs are outlined. The Parent Orientation Video is shown, and parents are offered different descriptive brochures about each program. If the need arises, a translator is hired to inform parents about the program choices.

There is an ongoing process where continuation letters are returned. The ESL teacher ensures that every letter is returned by following up with phone calls to parents encouraging the return of these letters. Parent Survey and Program Selection forms are also followed up with phone calls by the Parent Coordinator and ESL teacher.

Identified ELL students are placed in the ESL program according to their proficiency levels. Notes are sent home to inform parents about their child's placement. These notes are written in the English and native languages. Follow-up phone calls are also placed.

After a careful review of Parent Survey and Program Selection forms for the past three years, it was concluded that 99% of parents chose ESL as their program choice. The remaining 1% chose to transfer their children to a bilingual program.

Since there are not sufficient students to form a bilingual program, according to the above fact, a freestanding ESL program is the program offered at P.S. 121.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

Freestanding ESL														
Self-Contained	3	8	6	7	4	3	4							35
Push-In														0
Total	3	8	6	7	4	3	4	0	0	0	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	2
SIFE	2	ELLs receiving service 4-6 years	3	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
Dual Language										0
ESL	31	2		3			1			35
Total	31	2	0	3	0	0	1	0	0	35
Number of ELLs in a TBE program who are in alternate placement:										

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		3	3	2	2	1	2							13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1	1										3
Haitian														0
French					1									1
Korean														0
Punjabi	2	4	1	3	1	2	3							16
Polish														0
Albanian														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		1		1										2
TOTAL	3	8	5	7	4	3	5	0	0	0	0	0	0	35

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.

Paste response to questions 1-4 here

Programming and Scheduling Information

The ESL program is a pull-out program, and students are grouped by grade, and have mixed proficiency levels.

Beginner and intermediate ESL students are serviced for two units of ESL instruction and two units of ELA from their classroom teachers daily. The advanced ELL students are serviced for one unit in ESL, and one unit of ELA from their classroom teachers. Students are grouped heterogeneously for targeted areas of literacy instruction, according to their LAB-R and NYSESLAT scores. The administration and ESL teacher reviews the daily schedule and student proficiency levels to ensure all beginner and intermediate students are serviced for 360 minutes weekly and advanced students are serviced for 180 minutes weekly.

The following strategies are for helping ELL students with content area learning skills-

The teacher writes key words or phrases on the board. A pre-listening activity that explains the purpose for the listening activity, draws on students' background knowledge of the topic, and introduces key words and phrases they will hear.

One way to provide an active listening role for learners is by asking them to respond physically or in writing.

A story walk through is also an excellent tool to enhance content area learning. Pointing to various objects and characters as you read picture books captures ELL children's interest and helps them to learn the words that describe what they are seeing in the book.

The use of repetitions and chants and acting out scenes from reading books can also enhance learning of content area subjects.

The ESL teacher can also encourage students reading during read aloud and for books that have especially difficult language, it helps to preview the scene in a few, short easy phrases.

Newcomers who have not passed LAB-R assessments, have been assessed by the ESL instructor, and placed into their specific proficiency levels, and are provided with an extra instructional period. The ESL teacher provides specific, amplified instructional strategies to aid in their English language growth. These instructional strategies include providing literacy lessons, which model simpler skill structures. The ESL teacher utilizes language books, which are richly illustrated. Students also receive enrichment activities, which include phonemic awareness, while utilizing the Columbia Teachers Workshop Model. Our ongoing priority is increasing the attendance of newcomers in Saturday and after school programs.

Sife students are initially assessed by the LAB-R tests, and upon completion of this entrance assessment, students are placed into their

specific proficiency levels. The academic instructional plan for SIFE students includes teaching English language skills utilizing easy to read literature, which contains an array of illustrations and large print words. This use of large print enables students to make a personal connection to the English language. In addition, the SIFE students are placed in an environment which utilizes alternative assessments, such as the students creating illustrations to depict picture to word associations.

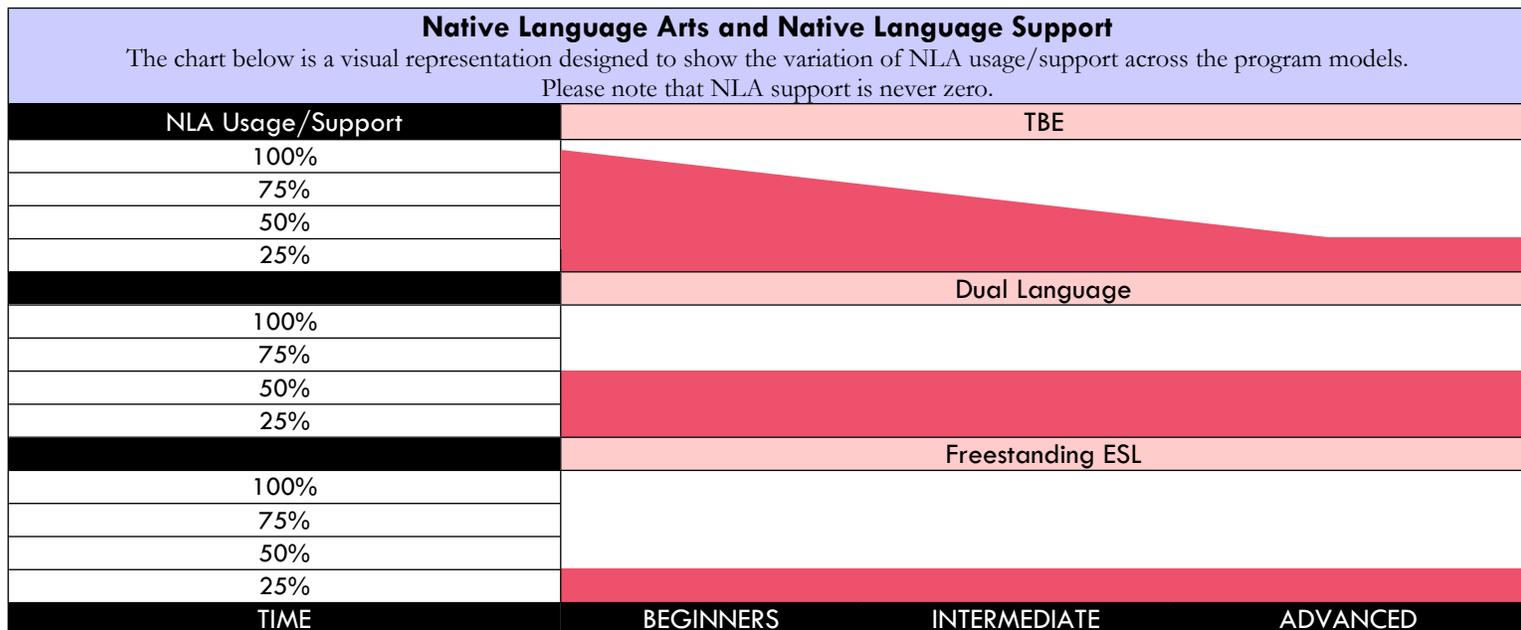
For ELL students who have been in the program for 4-6 years, the ELL teacher will focus on vocabulary and language development, guided interaction and teaching meaning-based context by modeling and graphic organizers.

Regarding long term ESL students, the ESL teacher has designed a specific instructional curriculum for these students. This plan also includes emphasizing vocabulary and language development and explicit instruction or the direct teaching of concepts.

Special education and the ESL teachers collaborate monthly to determine the short term academic and lingual goals for each ELL student with special needs, as these evaluations should be progressive and open to change, as per the student's individual education plan. Differentiated lessons will be tailored in order to meet the academic needs of these students.

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



B. Programming and Scheduling Information--Continued

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?

Paste response to questions 5-14 here

P.S.121 has an after school program for ELLs on Tuesdays and Wednesdays from 3:00 p.m. to 5:00 p.m. There is also Saturday school for ELLs as they are given academic instruction as part of the general school population. There are 10 ELL students who are enrolled in these programs and they are from grades 3-6. English is the language of instruction, and the teacher is a fully certified ESL teacher. The ESL teacher facilitates learning by providing specific, amplified instructional strategies to aid in the students' English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives. Early phonics readers, big book readers, sight word readers, vocabulary cards, graphic organizers and computer language learning activities are used to support ELLs. Photo tiles are also a teaching tool that can enhance beginner language learning activities.

Teachers of former ELLs who have passed the NYSESLAT, have met with the ESL teacher in order to discuss students' academic growth, and the ESL teacher has provided instructional materials for additional academic support.

There are new SMART boards in classrooms, which aid instructional strategies. Small group instruction is provided throughout the day for ELL students. Students in grades 1-3 who need basic phonics and language development are currently using the Foundations and/or Wilson Language Basics with our IRT teacher. Additional services are provided by our reading specialists before, during, after school, and during our Saturday program. Instruction is provided in either small group or whole class instruction. Small group instruction is provided through reading comprehension strategy lessons, guided reading lessons utilizing Teachers College Reading and Writing and lessons to build grammar skills. Small group instruction is provided for ELL students before, during, after school, and on Saturdays using manipulatives for hands-on instruction. Games are used to reinforce skills and support retention. Dialogue is used to communicate mathematical methods, purpose, and reasoning. Visual aids are incorporated throughout instruction.

There are native language reading books that are available in ESL, the school library and the mainstream classrooms. Students have access to these books throughout the day.

Newly enrolled ELL students are given pamphlets that describe the upcoming activities in school, and outline

some fun activities that correspond to English language learning through content areas.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

There are periodic staff development sessions, where the ESL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions at scheduled times throughout the year. Staff members will be trained in the use of assessment tools such as Acuity and will be able to access current information at any time to gauge the academic progress of ELL students. Professional development will be provided for the staff in differentiated instructional strategies to use. Teachers will use their informal assessments in conjunction with standardized data to measure progress. There will be ongoing weekly meetings with the ESL teacher and classroom teachers to ensure curriculum alignment. The ESL teacher also attends monthly workshops hosted by Mr. Pierre Galvez that teaches different ways and methods to teach language and teaching strategies that will enhance the learning of ELL students. These sessions are ongoing and provide invaluable insight into the different teaching techniques that can enhance English Language learning. The ESL teacher will work in conjunction with the school's staff developer to formulate an academic follow-up curriculum that will be distributed to those ELL students who will be transitioning to middle school.

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?

Paste response to questions 1-4 here

Each year, P.S. 121Q has ongoing Parent Orientation sessions for the newly enrolled ELLs. The ESL teacher presents the sessions at the beginning of the year. This meeting provides parents with the information to make informed decisions as to their child's placement in an ELL program. Videos and handouts are available in various languages. Also, at these meetings we encourage parents/guardians of ELLs to participate in school leadership teams, school activities, join the PA, serve as learning leaders in the school and attend parent/teacher conferences. The Parent Coordinator and ESL teacher are involved with the parents of ELLs by providing them with workshops, with the assistance of volunteer translators. In addition, the Parent Coordinator is readily available to meet with parents on a personal basis. Parent involvement and input is an integral facet of maintaining a positive home-school relationship. Parent choices are reviewed on a periodic, ongoing basis, in order to provide them with options regarding their children's education, whereas their choices will be respected.

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)	3	6	2	3	0	2	1							17
Intermediate(I)	0	2	1	2	1	0	2							8
Advanced (A)	0	0	3	2	3	1	1							10
Total	3	8	6	7	4	3	4	0	0	0	0	0	0	35

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			3		1				4
4			3		3				6
5			2		4				6
6			3		2				5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
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			4		2				6
8									0
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			2		4				6
8									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Assessment Data

The following is an analysis of ELL students' scores on standardized tests-

2010 ESL Data

Grade 6

ELA	80%	Level 3 OR 4
	20%	Level 2
MATH	70%	Level 3 OR 4

	9%	Level 2
Grade 4		
ELA	60%	Level 3 OR 4
	40%	Level 2
MATH	75%	Level 3 OR 4
	25%	Level 2
Science	66%	Level 3 OR 4
	34%	Level 2
Grade 3		
ELA	25%	Level 3 OR 4
	75%	Level 2
MATH	66%	Level 3 OR 4
	17%	Level 2
	17%	Level 1

The ESL teacher is trained to use a variety of assessment tools. Currently we are using Acuity, E-Class, ELA Scores, Interim Assessment, Fountas and Pinnell Running Records, and of course, Kid Watching to assess the early literacy skills of ELL students. The ESL teacher will combine students' informal assessments with standardized data to measure individual progress and help drive instruction.

An analysis of LAB-R scores for the current year, 40% of ELL students are on the beginner level, 30% are on the intermediate level and 30% are on the advanced level. An analysis of NYSESLAT scores showed that 14% of students are on the beginner level, 50% are on the intermediate level and 36% are on the advanced level.

P.S. 121 Q is on track for meeting this goal of ELL students increasing their reading levels by 3-5%.

ELL interim assessments have been reviewed, and based on these reviews, the ESL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of literacy assessments showed that 10% of ELLs scored below the grade level performance, 35% of ELLs scored approaching grade level performance, and 55% scored at grade level standard. There continues to be professional development sessions that focus on extending scaffolding strategies in Literacy. The ESL teacher meets with the literacy coach, in order to discuss and review instructional literacy tools to provide differentiated literacy instruction for ELL students. Analysis of science assessments showed that 10% scored below grade level performance, 40% scored approaching grade level performance, and 50% scored at grade level standards. The ESL teacher and the science teacher are working on ongoing assessment and teaching strategies that are used to determine movement towards science standards.

Analysis of NYSESLAT scores showed that fifty percent of beginner students showed improvement in speaking and listening, and showed considerable improvement in reading and writing. Forty percent of intermediate students also showed improvement in speaking and reading, and showed some improvement in writing. Advanced students showed an overall improvement in speaking, listening, reading and writing. To address the needs of ELL students in the areas of reading and writing, the ESL teacher has set up small task-oriented groups, in which students have purpose and direction for comprehensive reading assessments and confidence in their writing approach. The ESL teacher provides students who are less proficient in language the necessary time to interact with those who are more proficient.

Continuous collaboration between the ESL teacher and classroom teachers to ensure curriculum alignment and academic progress of ELL students continues to be an ongoing priority to achieve this goal and objective. The evidence that P.S. 121 is on track with this goal and objective is the academic progress of ELL students as is evident in ELA scores, interim assessments, classroom progress indicators and NYSESLAT scores.

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		