



**PS 122 MAMIE FAY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 30Q122**

**ADDRESS: 21-21 DITMARS BOULEVARD, ASTORIA, NY 11105**

**TELEPHONE: 718-721-6410**

**FAX: 718-726-0016**

## TABLE OF CONTENTS

<b>SECTION I: SCHOOL INFORMATION PAGE.....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>PART A: NARRATIVE DESCRIPTION.....</b>	<b>5</b>
<b>PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT.....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN.....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....</b>	<b>16</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....</b>	<b>18</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....</b>	<b>19</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,         CORRECTIVE ACTION, AND RESTRUCTURING.....</b>	<b>25</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>26</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....</b>	<b>27</b>
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....</b>	<b>28</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 122      **SCHOOL NAME:** MAMIE FAY

**SCHOOL ADDRESS:** 21-21 DITMARS BOULEVARD, ASTORIA, NY 11105

**SCHOOL TELEPHONE:** 718-721-6410      **FAX:** 718-726-0016

**SCHOOL CONTACT PERSON:** PAMELA SABEL      **EMAIL ADDRESS:** psabel@schools.ny  
c.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** ALBA CARLUCCI

**PRINCIPAL:** PAMELA SABEL

**UFT CHAPTER LEADER:** KATHLEEN WEINMAN

**PARENTS' ASSOCIATION PRESIDENT:** CLAUDIA LIETO-MCKENNA, PTA CO-PRESIDENT  
EVIE HANTZOPOULOS, PTA CO-PRESIDENT

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* NOT APPLICABLE

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** 410

**NETWORK LEADER:** ALTAGRACIA SANTANA

**SUPERINTENDENT:** PHILIP COMPOSTO

## 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.*

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

\* Core (mandatory) SLT members.

Name	Position and Constituent Group Represented	Signature
Pamela Sabel	*Principal or Designee	
Kathleen Weinman	*UFT Chapter Chairperson or Designee/ Teacher of Grade 2 Gifted Students	
Claudia Lieto-McKenna	*PA/PTA President or Designated Co-President/Parent of Grade 1 General Education Student	
James Hartofilis	Member/Teacher Grade 3 General Education	
Alfonzina Alaimo-Lloyd	Member/Teacher/ Grades K-5 AIS Teacher Support	
Jaimie Victorio	Member/Teacher/ Kindergarten Special Education	
Alba Carlucci	SLT Chair/Assistant Principal	
Anna Aprea	Member/Assistant Principal	
Pranav Mehta	Member/Parent of Grade 2 Gifted Student	
Erik Baker	Member/Parent of Grade 4 General Education Student	
Julie Dattwyler	Member/Parent of Grade 1 General Education and Grade 2 Gifted Students	
Maria Pavlopoulos	Member/Parent of Grade 5 General Education Student	
Jeffrey Groner	Member/Parent of Grade 2 Gifted Student	
Violet Zharku	Member/Parent of Grade 1 General Education Student	

## **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.

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PS 122 Mamie Fay is a Core Knowledge Magnet school located in a culturally diverse residential section of Astoria, Queens. We are a community school serving the needs of general education and gifted students, English language learners, and students with special needs in grades Pre-K–5. PS 122's Academy for Intellectually Gifted and Talented students in grades K-8 features a rigorous and enriched curriculum with accelerated academic courses of study in Integrated Algebra, Earth Science Regents, and Foreign Language (Spanish). Our program of core curricular subjects establishes a strong foundation of knowledge through challenging and stimulating activities to enhance student engagement and learning. Our standards-based science program is designed to use inquiry and discovery in an interdisciplinary curriculum. Technology is used throughout as a tool for building and analyzing a deep content base, and applying it in innovative ways. Recognizing the arts as an integral component in student achievement, our arts programs include vocal and instrumental music, visual arts, and dance courses. We are dedicated to providing high-quality, standards-based learning experiences in a supportive and nurturing environment to prepare all students for success in a changing world and help them set goals to maximize their potential. PS 122 has been nationally recognized as a Blue Ribbon School for high student achievement and many of our students have received high honors through their creative and academic endeavors in various areas, such as original writings and project oriented competitions. As a collaborative school community we value our partnerships with supportive organizations, such as Teachers College, American Ballroom Theater, South St. Seaport, Lincoln Center, Queens Symphony Orchestra, Theater for New Audiences, and Sports & Arts in Schools Foundation. With a talented, dedicated staff and hard-working, involved parents, we have created a safe learning environment with the highest academic standards.

### **Vision**

We see our school as a learning community where students, staff, and parents support each other to meet the unique needs and high expectations of all individuals, and create an atmosphere of creativity and participation. The members will have long term goals, high self-esteem, respect for themselves and all others. They will develop decision-making skills, critical thinking skills, and the ability to communicate effectively. Ideally, the members of our community will be life-long learners, flexible, and adaptable to change, responsible and accountable, and will become active and productive members in our school and society.

### **Mission**

Our diverse collaborative school community is dedicated to achieving high levels of academic excellence for all. We will achieve this through a high quality, standards driven core knowledge curriculum and the development of civic, social, and technological skills in a nurturing environment. All students will strive to reach their full potential and become life-long learners, and involved, productive citizens.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 122 Mamie Fay								
District:		30	DBN:	30Q122	School BEDS Code:		343000010122			
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7	√	11			
	K	√	4	√	8	√	12			
	1	√	5	√	9		Ungraded	√		
	2	√	6	√	10					
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	35	35	36		95.4	95.7	95.3			
Kindergarten	162	157	160							
Grade 1	174	197	182							
Grade 2	178	171	193							
Grade 3	201	175	164							
Grade 4	195	202	183							
Grade 5	193	195	193							
Grade 6	105	97	130							
Grade 7	80	85	75							
Grade 8	60	79	81							
Grade 9	0	0	0							
Grade 10	0	0	0							
Grade 11	0	0	0							
Grade 12	0	0	0							
Ungraded	0	3	1							
Total	1381	1396	1398							
					<b>Student Stability - % of Enrollment :</b>					
					(As of June 30)	2007-08	2008-09	2009-10		
						96.8	96.0	95.6		
					<b>Poverty Rate - % of Enrollment :</b>					
					(As of October 31)	2008-09	2009-10	2010-11		
						52.7	67.5	69.6		
					<b>Students in Temporary Housing - Total Number :</b>					
					(As of June 30)	2007-08	2008-09	2009-10		
						3	18	22		
					<b>Recent Immigrants - Total Number :</b>					
					(As of October 31)	2007-08	2008-09	2009-10		
						4	14	10		
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	19	19	26	Principal Suspensions	16	18	12			
# in Collaborative Team Teaching (CTT) Classes	58	62	67	Superintendent Suspensions	4	4	6			
Number all others	50	45	50							
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>					
					(As of October 31)	2007-08	2008-09	2009-10		
					CTE Program Participants	0	0	0		
					Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>					
(BESIS Survey)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10			
(As of October 31)	2008-09	2009-10	2010-11		85	87	89			
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	85	87	89			
# in Dual Lang. Programs	0	0	TBD							
# receiving ESL services only	86	112	TBD							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	17	TBD	Number of Administrators and Other Professionals	15	15	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	9
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.1	77.0	86.5
				% more than 5 years teaching anywhere	41.2	55.2	73.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	91.0	91.0	93.3
American Indian or Alaska Native	0.3	0.1	0.1		99.4	100.0	100.0
Black or African American	6.4	5.1	4.3				
Hispanic or Latino	25.3	25.2	25.0				
Asian or Native Hawaiian/Other Pacific Isl.	30.3	31.7	33.9				
White	37.0	36.2	35.4				
<b>Male</b>	50.5	49.1	48.6				
<b>Female</b>	49.5	50.9	53.4				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received	Title I Part A Funding:			2007-08	2008-09	2009-10	2010-11
						√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>Student Groups</b>							
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
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	√	√					
<b>Student groups making AYP in each subject</b>	<b>8</b>	<b>8</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	80			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.4			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.3			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	51.3						
(Comprises 60% of the Overall Score)							
Additional Credit:	4						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **Needs Assessments Strengths**

We encourage our staff to develop their leadership skills. Our core Inquiry Team is composed of both classroom teachers and support staff. The core Inquiry Team serves as the impetus for change in our building. Teachers on the team feel empowered to make decisions that will best meet the needs of our students. They also feel a sense of responsibility to spread this professionalism to all staff members. Over the past three years, members of the team have brought in a new phonics program, created a successful writing intervention, developed rubrics, read and discussed current research, shared intervention strategies during common planning time, used protocols to increase collaboration and communication skills, created agendas, and facilitated meetings. We are committed to empowering staff in order to best serve our children.

As a learning community, we provide frequent opportunities for teachers to participate in professional development activities to understand data to plan differentiated instruction, observe each other's classroom instruction to improve quality of instruction, and deepen content knowledge to improve student learning. We differentiate our professional development within the building and at other locations to support new teachers, teachers of English Language Learners and students with an IEP, gifted students, and veteran teachers in their efforts for continuous growth through intensive mentoring by administrators, Children First Network (CFN) Support staff, coaches, lead teachers by grade and content specialty, and targeted workshops.

Collaborative planning periods on every grade and within every content specialty have enabled us to assess curriculum and monitor student progress. A year-long collaboration between a third, fourth and fifth grade teacher resulted in the creation of a template for collecting data while conferring with students on their reading. The template allows teachers to view the whole class at once, and group students according to strengths and weaknesses. This collaboration has also developed a common language both within and across grades.

## Accomplishments

PS 122 has much to celebrate. Our school has very high expectations for all students. Our staff works hard to ensure all students are making progress. On this year's Progress Report we had an overall increase in student progress of 12.5%. As evidenced on the Accountability and Overview Report, the ELA Performance Index of our students with disabilities has increased 8.5%. Students in six out of seven accountability groups had an increase in their Math Performance Index. Over the past two years the Math Performance Index of our students who are Black or African American has increased 5.8%. Over 22% of our middle school students have been admitted into the National Junior Honor Society. All our eighth grade students have taken and passed Regents exams in Algebra, Earth Science, and Spanish Proficiency exams. In 2010, over 80% of our graduates were offered a seat in specialized high schools such as Bronx Science and Stuyvesant.

In the 2008-2009 Quality Review, our school received an overall evaluation of proficient with a proficient rating in all five Quality Statements. We provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day. We create effective partnerships with outside entities that support the academic and personal growth of all students through residencies, grants, and affiliations with corporate and community organizations and universities. We value the support of our PTA and the parent body that support our school goals for all children.

We are proud of our success in bringing enrichment to all our students through courses in visual arts, vocal and instrumental music, and dance. There are over 80 students in our chorus and over 60 students in our band. Our 5<sup>th</sup> grade ballroom dance teams have received awards at the Queens and NYC level performance competition. Our middle school club program offers students in grades 6-8 an opportunity to pursue talents and interests in diverse areas such as video-journalism and Math Olympics.

Last year we were the regional (Queens) winner for the NY Math League Contest in both the seventh and eighth grades. The individual top scoring student in Queens was also one of our students. A sixth grade student was the regional winner in a Spelling B. Our school participated in a program called Project Citizen. Our middle school students were the NY State winners and representatives at the national completion.

We have created a culture where staff feels empowered to make change in the building. Using the results from a teacher survey, several staff members created a school-wide discipline plan. The plan spans across all grade levels, incorporates literature and encourages students to be model citizens and leaders. The discipline plan has also increased communication between school and home.

We have improved our use of technology as an effective resource in gathering and organizing data to improve instruction. This year we replaced ECLAS with Children's Progress, based on the results of a successful pilot of the program last year. This computer adaptive assessment allows teachers to have immediate access to students' results in order to inform instruction. The teachers have started to create and share activities, games and interventions, which has increased collaboration and horizontal alignment. Teachers know how to use ARIS to view reports. We have sent teachers to professional development sessions to learn how to use ARIS to create student groups. Teachers are also being trained on using EXCEL in order to analyze the item analysis of state assessments.

We have been making great strides growing as a professional learning community. Each grade and department has at least one collaborative planning period every week to analyze data, identify patterns and trends, improve horizontal and vertical alignment of curriculum, and plan for high quality,

differentiated instruction. We have also designated one of these planning periods for ongoing professional development relating to core standards. Professional development designed to support teachers' individual goals also affords opportunities to build capacity within the staff in sharing best practices, facilitating workshops, leading inquiry team and study groups, and modeling/mentoring for colleagues.

We are very proud of our accomplishments in communication with our families and with community based organizations. Parent workshops planned and facilitated by our knowledgeable and enthusiastic Parent Coordinator in collaboration with content area specialists and coaches have been valuable, relevant, and well-attended. Affiliations and partnerships with organizations such as Sports and Arts in Schools Foundation, Little Orchestra Society, and Queens Council on the Arts, and PENCIL, have brought high quality events and residencies to our children to enhance all aspects of learning. The Children's Progress Assessment program offers a component which allows teachers to communicate strengths and weaknesses to parents, and suggest at-home activities to help their children.

We are a learning community, grounded in respect, responsibility, and high expectations. Our mission is shared by all – students, their families, faculty and staff, and the broader community.

## **Needs**

Our Quality Review and student performance trends reveal the following areas in need of improvement:

- The school needs to analyze disaggregated data in order to ensure that all students are making progress towards performing at grade level on the NYS assessments. An analysis of NYS ELA and Math assessment data over the past three years indicates a significant achievement gap between students who are Black or African American or Hispanic, and students who are White or Asian. Using the Children's Progress Assessment Program will give us the opportunity to analyze detailed reports, beginning at kindergarten, in order to provide students with the targeted interventions they need as soon as possible.
- We need to increase the use of data to inform instruction in grades kindergarten through two by using the Children's Progress Assessment program to group students, create interventions that match the needs of students, and determine grade level strengths and weaknesses so that we can support teachers with professional development.
- The school needs to follow through on plans to refine interim measurable targets at whole-school, grade and group levels.
- We need to increase further student responsibility for their own learning through the use of short-term targets at class and individual student level.
- We need to ensure that existing good practice in self-reflection and improved strategies for differentiated instruction aligned with goal setting becomes embedded in the practices for all staff.
- We need to increase collaboration both within our school and with similar schools in order to share best practices through inter-visitations, focused learning walks to identify areas and share strategies for improvement in areas of weakness, and the use of technology to expand learning communities.

- We need to increase the use of technology for information and application by teachers and students to expand student engagement and differentiated instruction for further improving high quality learning.
- The Learning Environment Survey indicated that we a 32% decrease in teacher response rate. 41% of teachers responded to the survey last year, which is 35% difference as compared to the city average. We need to determine the factors that caused this. Our plans include conducting our own learning environment inquiry. We received a 6.9 in the area of how often parents feel they have received information about what their children are learning in school. We need to improve opportunities for parents to communicate and participate in school activities. Our plans include using the parent component of Children's Progress, expanding parent workshop programs, enhancing the school website and e board, and utilizing the PTA newsletter. In the student section of the Learning Environment survey, our lowest score is a 4.4 relating to the frequency which students feel they have participated in hands on activities. To address this need we plan to expand the use of journals and logs where students can record their notes and observations in hands on activities such as math and science. In the teacher section our lowest score was a 5.2 in the area of teachers feeling that they received helpful training on the use of student achievement data to improve instruction. To improve this, we are using surveys to plan professional development around data. Teachers are given suggestions to select from and are also encouraged to request training based on need.

### **Challenges**

PS 122 has nearly 1400 students and we are over 110% of capacity for our facility. City and State funding was cut for the 2010-2011 school year, so our budget is carefully crafted to support our goals.

Our large school community includes 88 teachers and approximately 35 additional support personnel. Time constraints make it difficult to create opportunities for collaboration, professional development, and analysis of data to plan for improved instruction and increased student achievement.

## 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.

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- **By June 2011, 50%, or 65 out of 130, targeted at risk students in grades 3-8 who scored at either Tier 1 (0-25%) or Tier 2 (26-49%) on the Fall ELA Acuity ITA periodic assessment will move at least one tier level on the Spring Acuity ELA ITA periodic assessment.**
- **By June 2011, the number of K-8 students able to articulate their learning goals for ELA and Math will increase from 35% (490) to 50% (700).**
- **By June 2011, all students in Grade 8 will complete a Social Studies exit project successfully using technology and achieve at least a level 3 as measured by the established rubrics set by the NYC Department of Education Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning (Division of Teaching and Learning Office of Curriculum, Standards, and Academic Engagement).**
- **By June 2011, 50%, or 142 of 285, of the students scoring in the lowest third in ELA in Grades 6 – 8 will increase by at least 5 points on the 2011 NYS ELA exam standard in critical analysis and evaluation.**
- **By June 2011, there will be an increase in the score on the Learning Environment Survey in Communication to at least 7.2. The score in this measure was 7.0 in 2009 and 6.9 in 2010.**

**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):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50%, or 65 out of 130, targeted at risk students in grades 3-8 who scored at either Tier 1 (0-25%) or Tier 2 (26-49%) on the Fall ELA Acuity ITA periodic assessment will move at least one tier level on the Spring Acuity ELA ITA periodic assessment. After conducting our needs assessment, the SLT found students in various student groups at Performance Levels 1 and 2 in ELA had made exemplary proficiency gains in closing the achievement gap, but continue to need support for making adequate progress. As a result, we have made progress for this subgroup a priority goal for the 2010-2011 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b> Provide collaborative grade level planning sessions to develop benchmark levels of proficiency, analyze data to identify student progress, patterns and trends.  <b><u>Target Population(s):</u></b> Teachers with students K-8, with specific focus on students performing at levels 1 and 2 in ELA.  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, are responsible, supported by Literacy Coach, Data Specialist, Intervention providers, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <p>-----</p> <p><b><u>Actions/Strategies/Activities:</u></b> Grade/Department Liaison teams will meet at least once monthly to develop a school-wide system of data gathering and analysis. The team will share their findings during weekly scheduled collaborative planning periods.  <b><u>Target Population(s):</u></b> Teams of teachers with students K-8, with specific focus on students performing at levels 1 and 2 in ELA.  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, are responsible, supported by Literacy Coach, Data Specialist, Intervention providers, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p>

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**Actions/Strategies/Activities:** Teachers will analyze data including running records, ECLAS2, ARIS and Student Portfolios to set interim goals and provide targeted instruction for whole class, small groups, and individualized instruction.

**Target Population(s):** Teachers with students K-8, with specific focus on students performing at levels 1 and 2 in ELA.

**Responsible Staff Members:** Principal, Assistant Principals, are responsible, supported by Literacy Coach, Data Specialist, Intervention providers, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team

**Implementation Timeline:** Ongoing, September 2010 – June 2011

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**Actions/Strategies/Activities:** Classroom teachers in consultation with Academic Intervention Team and School Based Support Team will analyze formative data including running records, ARIS, and student portfolios to identify at-risk students and recommend instructional changes or evaluation for related services.

**Target Population(s):** Teachers with students K-8, with specific focus on students performing at levels 1 and 2 in ELA.

**Responsible Staff Members:** Principal, Assistant Principals, are responsible, supported by Literacy Coach, Data Specialist, Intervention providers, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team

**Implementation Timeline:** Ongoing, September 2010 – June 2011

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**Actions/Strategies/Activities:** Data Inquiry Teams will analyze formative data including running records, ARIS, and student portfolios to identify and monitor at-risk students, deficient benchmark strands, and recommend specific instructional strategies, or additional interventions around differentiated instruction.

**Target Population(s):** Teams of teachers with students K-8, with specific focus on students performing at levels 1 and 2 in ELA.

**Responsible Staff Members:** Principal, Assistant Principals, are responsible, supported by Literacy Coach, Data Specialist, Intervention providers, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team

**Implementation Timeline:** Ongoing, September 2010 – June 2011

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**Actions/Strategies/Activities:** Interschool visitations will be made to share best practices around differentiated instruction.

**Target Population(s):** Teachers with students K-8, with specific focus on students performing at levels 1 and 2 in ELA.

**Responsible Staff Members:** Principal, Assistant Principals, are responsible, supported by Literacy Coach, Data Specialist, Intervention providers, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team

	<p><b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b><u>Actions/Strategies/Activities:</u></b> School Learning walks following the Learning Walk Protocol will be conducted to identify areas of need and share best practices around differentiated instruction within the school.</p> <p><b><u>Target Population(s):</u></b> Teachers with students K-8, with specific focus on students performing at levels 1 and 2 in ELA.</p> <p><b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, are responsible, supported by Literacy Coach, Data Specialist, Intervention providers, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team</p> <p><b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b><u>Monitor and Revise:</u></b></p> <p><b><u>November 2010:</u></b> First quarter review of student progress based on the triangulation of data using a variety of data sources such as Interim Assessments, Children’s Progress, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p> <p><b><u>January 2011:</u></b> Second quarter review of student progress based on the triangulation of data using a variety of data sources such as Interim Assessments, Children’s Progress, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p> <p><b><u>March 2011:</u></b> Third quarter review of student progress based on the triangulation of data using a variety of data sources such as Interim Assessments, Children’s Progress, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p> <p><b><u>May 2011:</u></b> Fourth quarter review of student progress based on the triangulation of data using a variety of data sources such as Interim Assessments, Children’s Progress, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b>  As a Title I School Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Funds, Title III Funds, Contracts 4 Excellence, HP Technology Grant, Title IIB grant partnering with Hunter College and human resources to implement this action plan from September 2010 – June 2011 as indicated below:</p>

<p><i>described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Professional instructional materials to support interdisciplinary curriculum development during the regular school day</li> <li>• Consumable instructional materials for use during extended day programs</li> <li>• Supervisor per session for after school programs and differentiated professional development</li> <li>• Teacher per session for after school programs and differentiated professional development.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial indicator - September 2010:</u></b> Discussions and teacher surveys about the use of above mentioned assessment tools. Initial examination of the student data to create an awareness of students most in need of support.</p> <p><b><u>Instrument of Measure and Projected Gains(at each interval):</u></b> Analysis of academic performance based on student projects using established rubrics and assessments in ACUITY three times a year will demonstrate progress toward state standards.</p> <p>By June 2011, 50%, or 65 out of 130, targeted at risk students in grades 3-8 who scored at either Tier 1 (0-25%) or Tier 2 (26-49%) on the Fall ELA Acuity ITA periodic assessment will move at least one tier level on the Spring Acuity ELA ITA periodic assessment.</p> <hr style="border-top: 1px dashed black;"/> <p><b><u>Intervals of Periodic Review:</u></b></p> <p><b><u>November 2010:</u></b> Teachers will share case study student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results.</p> <p><b><u>January 2011:</u></b> Reevaluation of the process of using multiple data sources to evaluate the student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results.</p> <p><b><u>March 2011:</u></b> Reevaluation of the process of using multiple data sources to evaluate the student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results.</p> <p><b><u>May 2011:</u></b> Reevaluation of the process of using multiple data sources to evaluate the student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results.</p>

Subject/Area (where relevant): Curriculum and Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of K-8 students able to articulate their learning goals for ELA and Math will increase from 35% (490) to 50% (700).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b> Provide collaborative grade level planning sessions to plan differentiated instruction through effective modeled mathematics and targeted skill instruction for small groups and individual students, and to develop age/grade appropriate instructional goals and systems to enable students to set and monitor their own learning goals in mathematics.  <b><u>Target Population(s):</u></b> Teachers with students K-8, with specific focus on students performing at levels 3 and 4.  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, are responsible, supported by Math Coach, Data Specialist, Intervention providers, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b><u>Actions/Strategies/Activities:</u></b> Teachers will analyze data including interim assessments, unit tests, student application of mathematics concepts and skills, and teacher observations to provide targeted instruction for whole class, small groups, and individualized instruction.  <b><u>Target Population(s):</u></b> Teachers with students K-8, with specific focus on students performing at levels 3 and 4.  <b><u>Responsible Staff Members:</u></b> : Principal, Assistant Principals, Data Specialist, are responsible, supported by Math Coach, Intervention providers, , Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b><u>Actions/Strategies/Activities:</u></b> Classroom teachers in consultation with Academic Intervention Team and School Based Support Team will analyze formative data including student interim assessments, unit tests, student application of mathematics concepts and skills, and teacher observations to help students set instructional goals and recommend instruction practices around differentiated instruction.  <b><u>Target Population(s):</u></b> Teachers with students K-8, with specific focus on students performing at levels 3 and 4.  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, Data Specialist, are responsible, supported by Math Coach, Intervention providers, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team</p>

**Implementation Timeline:** Ongoing, September 2010 – June 2011

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**Actions/Strategies/Activities:** Data Inquiry Teams will analyze formative data including interim assessments, unit tests, student application of mathematics concepts and skills, and teacher observations to identify trends and provide support as teachers and students set instructional goals and recommend instruction practices around differentiated instruction.

**Target Population(s):** Teams of teachers with students K-8, with specific focus on students performing at levels 3 and 4.

**Responsible Staff Members:** : Principal, Assistant Principals, Data Specialist are responsible, supported by Math Coach, Intervention providers, , Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team

**Implementation Timeline:** Ongoing, September 2010 – June 2011

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**Actions/Strategies/Activities:** Interschool visitations will be made to share best practices around differentiated instruction.

**Target Population(s):** Teachers with students K-8, with specific focus on students performing at levels 3 and 4.

**Responsible Staff Members:** : Principal, Assistant Principals, Math Coach are responsible, supported by Intervention providers, Data Specialist, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team

**Implementation Timeline:** Ongoing, September 2010 – June 2011

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**Actions/Strategies/Activities:** School Learning walks following the Learning Walk Protocol will be conducted to identify areas of need and share best practices within the school.

**Target Population(s):** Teachers with students K-8, with specific focus on students performing at levels 3 and 4.

**Responsible Staff Members:** Principal, Assistant Principals, Math Coach are responsible, supported by Intervention providers, Data Specialist, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team

**Implementation Timeline:** Ongoing, September 2010 – June 2011

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**Actions/Strategies/Activities:** Principal, Assistant Principals, Math Coach, Intervention providers, Data Specialist, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team, technology liaison and computer teachers, mentors and lead teachers will provide differentiated PD to meet needs of faculty and staff.

**Target Population(s):** Teachers with students K-8, with specific focus on students performing

	<p>at levels 3 and 4.</p> <p><b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, Math Coach are responsible, supported by Intervention providers, Data Specialist, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team, technology liaison and computer teachers, mentors and lead teachers</p> <p><b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <p>-----</p> <p><b><u>Monitor and Revise:</u></b></p> <p><b>November 2010:</b> First quarter review of student progress based on the triangulation of data using a variety of data sources such as Interim Assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p> <p><b>January 2011:</b> Second quarter review of student progress based on the triangulation of data using a variety of data sources such as Interim Assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p> <p><b>March 2011:</b> Third quarter review of student progress based on the triangulation of data using a variety of data sources such as Interim Assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p> <p><b>May 2011:</b> Fourth quarter review of student progress based on the triangulation of data using a variety of data sources such as Interim Assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b>  As a Title I School Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Funds, Title III Funds, Contracts 4 Excellence, HP Technology Grant, Title IIB grant partnering with Hunter College and human resources to implement this action plan from September 2010 – June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• Professional instructional materials to support interdisciplinary curriculum development during the regular school day</li> <li>• Consumable instructional materials for use during extended day programs</li> <li>• Teacher per session for after school programs and differentiated professional development.</li> <li>• Supervisor per session for after school programs and differentiated professional development.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

***Initial indicator - September 2010:*** Discussions and teacher surveys about the use of above mentioned assessment tools. Initial examination of the student data to create an awareness of students most in need of support.

***Instrument of Measure and Projected Gains(at each interval):*** Analysis of academic performance based on student projects using established rubrics and assessments in ACUITY three times a year will demonstrate progress toward state standards.

By June 2011, the number of K-8 students able to articulate their learning goals for ELA and Math will increase from 35% (490) to 50% (700).

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***Intervals of Periodic Review:***

***November 2010:*** Teachers will share case study student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results.

***January 2011:*** Reevaluation of the process of using multiple data sources to evaluate the student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results.

***March 2011:*** Reevaluation of the process of using multiple data sources to evaluate the student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results.

***May 2011:*** Reevaluation of the process of using multiple data sources to evaluate the student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results.

Subject/Area (where relevant): Curriculum and Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students in Grade 8 will complete a Social Studies exit project successfully using technology and achieve at least a level 3 as measured by the established rubrics set by the NYC Department of Education Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning (Division of Teaching and Learning Office of Curriculum, Standards, and Academic Engagement).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b> Installation of at least 16 additional SMARTboards into classrooms and additional laptop carts to expand student use of technology in addition to the two computer labs and three existing laptop carts.  <b><u>Target Population(s):</u></b> All Staff  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principal, technology liaison  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <p>-----</p> <p><b><u>Actions/Strategies/Activities:</u></b> PD will be provided on the following topics: integrating SMARTboards, document cameras, Senteo response units for the delivery of instruction and hands-on student engagement; accessing technology resources for planning and teaching through collaborative meetings to turnkey best practices and the use of digital media such as blogs, software, web-based sites and on-line activities; online assessments and how to customize for student needs; assessment interpretation and analysis to inform differentiated instruction and promote student progress; webcasts and online activities  <b><u>Target Population(s):</u></b> All staff  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, with support by McGraw Hill and Scantron, Literacy and Math Coaches, Data Specialist, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team, technology liaison and computer teachers, DOE Office of Instructional Technology and <i>Tequiment</i> (SMARTboard vendor).  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <p>-----</p> <p><b><u>Actions/Strategies/Activities:</u></b> Incorporate the use of technology into the pre-and post-observation conferencing, learning walk-throughs  <b><u>Target Population(s):</u></b> All Staff  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, with support by Literacy and Math Coaches, Data Specialist, CFN Network Team, technology liaison and computer teachers.  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p>

	<p>-----</p> <p><b><u>Monitor and Revise:</u></b></p> <p><b>November 2010:</b> First quarter review of student progress based on the triangulation of data on teacher incorporation of technology in instruction using a variety of data sources such as discussions, observations, walkthroughs, teacher surveys, Interim Assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p> <p><b>January 2011:</b> Second quarter review of student progress based on the triangulation of data on teacher incorporation of technology in instruction using a variety of data sources such as discussions, observations, walkthroughs, teacher surveys, Interim Assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p> <p><b>March 2011:</b> Third quarter review of student progress based on the triangulation of data on teacher incorporation of technology in instruction using a variety of data sources such as discussions, observations, walkthroughs, teacher surveys, Interim Assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p> <p><b>May 2011:</b> Fourth quarter review of student progress based on the triangulation of data on teacher incorporation of technology in instruction using a variety of data sources such as discussions, observations, walkthroughs, teacher surveys, Interim Assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and coaches will visit classrooms to observe and give constructive feedback.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b>  As a Title I School Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Funds, Title III Funds, Contracts 4 Excellence, HP Technology Grant, Title IIB grant partnering with Hunter College and human resources to implement this action plan from September 2010 – June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• Professional instructional materials to support interdisciplinary curriculum development during the regular school day</li> <li>• Consumable instructional materials for use during extended day programs</li> <li>• Supervisor per session for after school programs and differentiated professional development</li> <li>• Teacher per session for after school programs and differentiated professional development.</li> </ul>

<p><b>Subject/Area (where relevant):</b></p>	<p>Development of Staff</p> <ul style="list-style-type: none"> <li>Grants and donations (i.e. PTA of PS 122 Mamie Fay)</li> </ul>
<p><b>Indicators of Interim Progress and/or</b></p>	<p><b>Initial indicator - September 2010:</b> Discussions and teacher surveys about the use of above</p>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>mentioned technology tools and resources. Inventory of technology instruments currently in use in the building. By June 2011, 50% or 142 of 285 of the students scoring in the lowest third in ELA in Grades 6 – 8 will increase by at least 5 points on the 2011 NYS ELA exam standard in critical analysis and evaluation. By June 2011, all students in Grade 8 will complete a Social Studies exit project successfully using technology and achieve at least a level 3 as measured by the established rubrics set by the NYC Department of Education</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning</b> <b>Actions/Strategies/Activities:</b> Learning Office of Curriculum Standards and Academic Engagement Periods (GPP) and turn-key best practices and training initiatives focusing on students in the <b>Interests of Grades 6-8 Review</b> standard around critical analysis and evaluation. <b>Target Population(s):</b> All Staff <b>Responsible Staff Members:</b> Principal, Assistant Principals, Grade/Department Leaders, with support by Literacy and Math Coaches, Data Specialists, Content Specialists, CFN Network Team, Instructional Coaches <b>Implementation Timeline:</b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b>Actions/Strategies/Activities:</b> Grade/Department Liaison Teams will meet at least once monthly and share findings with colleagues to accelerate student achievement <b>Target Population(s):</b> All Staff <b>Responsible Staff Members:</b> Principal, Assistant Principals, Grade/Department Leaders, with support by Literacy and Math Coaches, Data Specialists, Content Specialists, CFN Network Team and standardized exams. <b>Implementation Timeline:</b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b>Actions/Strategies/Activities:</b> Teachers will use rubrics based on Quality Review expectations and Charlotte Danielson's article, <i>Evaluations That Help Teachers Learn to Self-evaluate and set their own professional goals</i> in collaboration with administration through pre- and post-observations to improve instruction and customize instruction to meet individual student needs. Teachers will be observed and rated on the rubric. This will be used as the pre and post assessment <b>Target Population(s):</b> All Staff <b>Responsible Staff Members:</b> Principal, Assistant Principals, Grade/Department Leaders, with support by Literacy and Math Coaches, Data Specialists, Content Specialists, CFN Network Team <b>Implementation Timeline:</b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b>Actions/Strategies/Activities:</b> Grade/Department Liaison Teams will meet at least once monthly and share findings with colleagues to accelerate student achievement <b>Target Population(s):</b> All Staff</p>

	<p><b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, Grade/Department Leaders, with support by Literacy and Math Coaches, Data Specialists, Content Specialists, Inquiry Team, CFN Network Team</p> <p><b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <p>-----</p> <p><b><u>Actions/Strategies/Activities:</u></b> Professional Development will be provided on the following topics: analyzing data to differentiate instruction, goal setting for students and staff, monitoring student progress</p> <p><b><u>Target Population(s):</u></b> All Staff</p> <p><b><u>Responsible Staff Members:</u></b> : Principal, Assistant Principals, Grade/Department Leaders, with support by Literacy and Math Coaches, Data Specialists, Content Specialists, Inquiry Team, CFN Network Team</p> <p><b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <p>-----</p> <p><b><u>Actions/Strategies/Activities:</u></b> A book study group will meet afterschool focusing on professional literature, such as <i>How to Assess Higher Order Thinking Skills in the Classroom (Brookhart)</i></p> <p><b><u>Target Population(s):</u></b> All Staff</p> <p><b><u>Responsible Staff Members:</u></b> : Principal, Assistant Principals, Grade/Department Leaders, lead teachers</p> <p><b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <p>-----</p> <p><b><u>Monitor and Revise:</u></b></p> <p><b>November 2010:</b> A review of the data using multiple sources, including discussions, observations, walkthroughs, teacher surveys, conferences. Revision as needed.</p> <p><b>January 2011:</b> A review of the data using multiple sources, including discussions, observations, walkthroughs, teacher surveys, conferences. Revision as needed.</p> <p><b>March 2011:</b> A review of the data using multiple sources, including discussions, observations, walkthroughs, teacher surveys, conferences. Revision as needed.</p> <p><b>May 2011:</b> A review of the data using multiple sources, including discussions, observations, walkthroughs, teacher surveys, conferences. Revision as needed.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b>  As a Title I School Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Funds, Title III Funds, Contracts 4 Excellence, Title IIB grant partnering with Hunter College and human resources to implement this action plan from September 2010 – June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• Professional instructional materials to support interdisciplinary curriculum development</li> </ul>

<p><i>described in this action plan.</i></p>	<p>during the regular school day</p> <ul style="list-style-type: none"> <li>• Consumable instructional materials for use during extended day programs</li> <li>• Supervisor per session for after school programs and differentiated professional development</li> <li>• Teacher per session for after school programs and differentiated professional development.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial indicator - September 2010:</u></b> A review of the data from 2010 NYS ELA exam and ARIS in the standard around critical analysis and evaluation.</p> <p><b><u>Instrument of Measure and Projected Gains(at each interval):</u></b> By June 2011, 50%, or 142 of 285, of the students scoring in the lowest third in ELA in Grades 6 – 8 will increase by at least 5 points on the 2011 NYS ELA exam standard in critical analysis and evaluation.</p> <p>-----</p> <p><b><u>Intervals of Periodic Review:</u></b></p> <p><b><u>November 2010:</u></b> Teachers will identify student achievement in ELA critical analysis and evaluation in NYS exams and ACUITY, participate in discussions, inter-visitations, peer observations, and share results of teacher surveys about the use of above mentioned instructional repertoire around goal setting and differentiated instruction to promote accelerated student learning.</p> <p><b><u>January 2011:</u></b> Teachers will review student achievement in ELA critical analysis and evaluation in NYS exams and ACUITY, participate in discussions, inter-visitations, peer observations, and share results of teacher surveys about the use of above mentioned instructional repertoire around goal setting and differentiated instruction to promote accelerated student learning.</p> <p><b><u>March 2011:</u></b> Teachers will review student achievement in ELA critical analysis and evaluation in NYS exams and ACUITY, participate in discussions, inter-visitations, peer observations, and share results of teacher surveys about the use of above mentioned instructional repertoire around goal setting and differentiated instruction to promote accelerated student learning.</p> <p><b><u>May 2011:</u></b> Teachers will review student achievement in ELA critical analysis and evaluation in NYS exams and ACUITY, participate in discussions, inter-visitations, peer observations, and share results of teacher surveys about the use of above mentioned instructional repertoire around goal setting and differentiated instruction to promote accelerated student learning.</p>

Subject/Area (where relevant): Build Strong School Community

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase in the score on the Learning Environment Survey in Communication to at least 7.2. The score in this measure was 7.0 in 2009 and 6.9 in 2010</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b> Increase accountable talk through weekly Collaborative Planning Periods (CPP) and turn-key best practices and training initiatives, faculty and grade conferences, Teachers College (TC) Calendar Days  <b><u>Target Population(s):</u></b> All Staff  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, with support from Coaches, Grade/Department Liaisons, Inquiry Team Members, CFN Network Team  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b><u>Actions/Strategies/Activities:</u></b> Grade/Department Liaison Teams will meet at least once monthly and share findings with colleagues to accelerate student achievement  <b><u>Target Population(s):</u></b> Teams of staff members  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, with support from Coaches, Grade/Department Liaisons, Inquiry Team Members, CFN Network Team  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b><u>Actions/Strategies/Activities:</u></b> Professional Development will be provided on the following topics: team building, collaborative planning, grade/department wide consistency in data collection and analysis for accelerated student learning.  <b><u>Target Population(s):</u></b> All Staff  <b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, Coaches, Data Specialist, CFN Network Team, PROTRAXX, ISC, Hunter College, City College, affiliations with arts partners, PENCIL, etc.  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b><u>Actions/Strategies/Activities:</u></b> Provide parent workshops and school events to engage families as partners in promoting student achievement  <b><u>Target Population(s):</u></b> All Staff, Families  <b><u>Responsible Staff Members:</u></b> : Principal, Assistant Principals, All Staff, Parent Coordinator  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <hr/> <p><b><u>Actions/Strategies/Activities:</u></b> Utilize multiple venues to increase communication between the school and the home (i.e. PTA News and Views, school letters, notices, telephone calls, email, e-Board, Global Connect – automated telephone system for information and absence/tardiness reporting to parents)  <b><u>Target Population(s):</u></b> All Staff, students, families, Community Based Organizations</p>

	<p><b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, All Staff, Parent Coordinator  <b><u>Implementation Timeline:</u></b> Ongoing, September 2010 – June 2011</p> <p>-----</p> <p><b><u>Monitor and Revise:</u></b>  <b>November 2010:</b> At the end of the first quarter, a review of increased communication among all constituencies of the school community using multiple data points, such as teacher and parent surveys, attendance sheets, sign-in sheets, workshop participation logs, etc.  <b>January 2011:</b> At the end of the second quarter, a review of increased communication among all constituencies of the school community using multiple data points, such as teacher and parent surveys, attendance sheets, sign-in sheets, workshop participation logs, etc.  <b>March 2011:</b> At the end of the third quarter, a review of increased communication among all constituencies of the school community using multiple data points, such as teacher and parent surveys, attendance sheets, sign-in sheets, workshop participation logs, etc.  <b>May 2011:</b> At the end of the fourth quarter, a review of increased communication among all constituencies of the school community using multiple data points, such as teacher and parent surveys, attendance sheets, sign-in sheets, workshop participation logs, ongoing monitoring of participation rates on Learning Environment Survey, etc.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b>  As a Title I School Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Funds, Title III Funds, Contracts 4 Excellence, HP Technology Grant, Title IIB grant partnering with Hunter College and human resources to implement this action plan from September 2010 – June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• Professional instructional materials to support interdisciplinary curriculum development during the regular school day</li> <li>• Consumable instructional materials for use during extended day programs</li> <li>• Supervisor per session for after school programs and differentiated professional development and increased parent involvement</li> <li>• Teacher per session for after school programs and differentiated professional development and increased parent involvement.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial indicator - September 2010:</u></b>  <b><u>Instrument of Measure and Projected Gains(at each interval):</u></b> Discussions of staff and parent involvement, surveys, attendance sheets, sign-in sheets will show a 3% increase in participation at each of the periodic review intervals below.</p> <p>-----</p> <p><b><u>Intervals of Periodic Review:</u></b>  <b>November 2010:</b> Teachers will share analysis of effects of collaboration in professional learning groups and observations of parent participation in learning activities to promote accelerated</p>

student learning.

***January 2011:*** Review of the process using multiple data sources to determine the effectiveness of activities in increased parent participation and professional learning groups in promoting accelerated student learning.

***March 2011:*** Review of the process using multiple data sources to determine the effectiveness of activities in increased parent participation and professional learning groups in promoting accelerated student learning.

***May 2011:*** Review of the process using multiple data sources to determine the effectiveness of activities in increased parent participation and professional learning groups in promoting accelerated student learning.

### **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	29	N/A	N/A	N/A	4	7	0	6
1	34	N/A	N/A	N/A	5	0	0	8
2	26	N/A	N/A	N/A	6	0	0	4
3	30	25	N/A	N/A	7	2	1	1
4	18	15			8		1	
5	7	8			18		0	
6	There are no students in this grade performing at Levels 1 or 2				2			
7	There are no students in this grade performing at Levels 1 or 2				2			
8	There are no students in this grade performing at Levels 1 or 2				0			
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Literacy Specialists push-in and pull-out during the school day to work one-on-one and in small groups with students identified as at-risk in literacy. Balanced literacy program is used with differentiated instructions, guided reading groups, strategy lessons and one-on-one conferring. <i>Great Leaps Reading</i> program is also used for fluency. <i>Wilson, Foundations Double Dose, Recipe for Reading</i> , researched-based programs are used for phonemic awareness and decoding to promote improved comprehension.
<b>Mathematics:</b>	Math Specialists push in and pull out during the school day to work one-on-one and in small groups with students identified as at-risk in math. <i>Everyday Math</i> program is used with modifications as needs, along with manipulative, games, and hands-on approaches.
<b>Science:</b>	Science curriculum is differentiated to fit the needs of individual students identified as at-risk in science. One-on-one conferring and small group instruction is provided during the school day.
<b>Social Studies:</b>	Social Studies curriculum is differentiated to fit the needs of individual students identified as at-risk in social studies. One-on-one conferring and small group instruction is provided during the school day.
<b>At-risk Services Provided by the Guidance Counselor:</b>	One-to-one and group guidance services are provided during school hours. The focus, group size, and the length of service are flexible and determined by need. Parent outreach, link between Academic Intervention Team and PPC consultation.
<b>At-risk Services Provided by the School Psychologist:</b>	School psychologist provides parental counseling, student counseling, and teacher consultations. Coordination of PPT meetings and at-risk services in school and with outside agencies during the school day. Placement, case management, testing and assessment, observations, social updates.
<b>At-risk Services Provided by the Social Worker:</b>	One-on-one and small group sessions during the school day for counseling, socializing activities, enhancing school performance and relationships with authority figures.

<b>At-risk Health-related Services:</b>	Speech and hearing screenings, sweep testing, small group instruction, and one-on-one sessions, during the school day. Phonological awareness, auditory processing activities to facilitate comprehension. Articulation therapy to improve speech production of deviant speech. Receptive/Expressive language processing lessons to develop communication skills. Comprehension of incoming information in oral and written work and fluency therapy.
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

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

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**30Q122**

**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-5                      **Number of Students to be Served:**    88    **LEP** 1310    **Non-LEP**

**Number of Teachers** 87                      **Other Staff (Specify)** 1 Principal, 2 Asst. Principals, 2 Guidance Counselors, IEP Team

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**School Building Instructional Program/Professional Development Overview**

**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.

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### **P.S. 122 Language Allocation Policy 2010-2011**

#### **Part I: School ELL Profile**

##### **A. Language Allocation Policy Team Composition**

Region 4 - P.S. 122 Q

Principal

Pamela Sabel

Assistant Principals

Anna Aprea

Alba Carlucci

Parent Coordinator

Judy Milo

ESL Teacher/Coordinator

Audrey Cheng

IEP Teacher

Athena Skafianos

School Psychologist

Anna Reyes, Ph D

Parent

Pallavi Bhatt

Parent

Shamema Chowdhury

##### **B. Teacher Qualifications**

Currently, P.S. 122 has nine certified English as a Second Language teachers. All of our ESL teachers are dually certified in ESL and either early childhood education for kindergarten and common branch or elementary general education for grades 1- 6. There are no Content Area Teachers with Bilingual Extensions. There are also no Special Education Teachers with Bilingual Extensions. There are no teachers of ELLs with ESL/Bilingual Extensions.



to transfer their child to a school with a program that might not be available in our school. All information given to the parents is afforded in the home language, when available.

The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) include the following:

- The ESL Coordinator and administration review and analyze the NYSESLAT scores when they are received to determine performance level in each of the four (4) modalities.
- Student outcomes and analyses indicating strengths and weaknesses for each individual student are distributed to ESL teaching staff K-5 and programming is scheduled to meet mandates and/or other special needs.
- Periodic Assessments for ELLs are administered and results are tracked to measure progress against prior NYSESLAT scores and toward proficiency.

For Special Education and alternate placement students, the ESL Coordinator checks both the student's IEP (as soon as it is sent to the school if the child is a transfer student) and test history to determine if he/she is entitled to ESL services. ESL services are provided as per the student's IEP recommendation. An entitlement letter is then sent to the parent informing them that their child will receive ESL services.

### **Parent Orientations**

Parent Orientations are held at the beginning of each school year to ensure that parents understand the three programs available for their child: Transitional Bilingual, Dual Language, and ESL. Entitlement letters are distributed to families, informing them that their attendance is required at the he ESL Parent Orientation, which is immediately after the 10 day testing time frame. Thereafter, parent orientations are held at other times during the school year, as needed. At the orientation, the ESL Coordinator provides full explanation of ELL program choices. The ESL Coordinator also presents the *Orientation Video for Parents of Newly Enrolled English Language Learners* and provides a copy of the *Guide for Parents of ELLs*, an informational brochure, to parents in their home language, as well as the Parent Survey/Program Selection form to complete. Translators, in native languages, and the Parent Coordinator are provided to ensure families understand all aspects of the three programs and have the opportunity to ask questions. Parent Surveys and Program Selection Forms are distributed and collected at the end of the orientation. Follow-up orientations are scheduled as needed to accommodate parents who are unable to attend the initial orientation or for new students who are admitted during the school year. Students are placed based on parent preferences.

### **Trends in Parental Selections**

In reviewing the completed Parent Survey and Program Selection Forms, the trend for the past few years in program choice by parents has been almost exclusively the English as a Second Language Program.

### **Aligning Programs with Parental Choices**

In keeping with Department of Education’s policy of involving parents in the decision making process, P.S. 122Q aids any parent who chooses a bilingual program to find an appropriate classroom setting for their child within the district. Due to the small numbers in any one language group and the lack of interest or request by parents, we do not have a bilingual program. In order to provide a program with continuity and in the best interest of our ELLs, English as a Second Language with native language support is the program we offer at our school.

**Part III: ELL Demographics**

**Number of ELLs served by grade in each language group through English as a Second Language with Native Language Support Programming**

<b>GRADE</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
Spanish	7	4	3	8	2	3	27
Chinese							
Bengali	3	8	2	3	1	4	21
Urdu		2		1	1		4
Arabic	3	8	1	3	2		17
French							
Korean							
Punjabi		1				1	2
Albanian	1		1		1		3
Other	2	6		1		5	14
<b>Total</b>	16	29	7	16	7	13	<b>88</b>

7

**Program scheduling for ELLs**

At PS 122, the ESL program scheduling for all ESL Freestanding classroom setting and push-in/pull-out service follows the required time as set by CR Part 154:

- ***Beginners***  
360 minutes of ESL per week through content area using ESL methodology (Balanced Literacy and or Math).
- ***Intermediate***  
360 minutes per week for all ELLs per week through content area using ESL methodology (Balanced Literacy and or Math).
- ***Advanced***

180 minutes per week of ESL instruction through content area using ESL methodology (Balanced Literacy and or Math).

## **ESL Program Goals**

The goals of the program are as follows:

- to achieve English Language proficiency within three years through assessment driven instruction, differentiated instruction, and after school programs.
- to incorporate ESL strategies and methodologies into content area subjects.
- to aid more students in achieving state and city performance levels for their grades.
- to improve instruction and assessments of ELLs by focusing on language objectives in congruence with content objectives.
- to create afterschool programs that allow for extra instructional time in smaller group settings.
- to offer parental workshops on Core Curriculum.
- to provide parental workshops on accessing their children's test scores.
- to offer parental instruction in ESL.

## **Program Description**

At P.S. 122 we work diligently to make sure all our students are critical thinkers, creative problem solvers, and are given the tools necessary to achieve their personal best through exemplar daily instruction, Academic Intervention Services (AIS), and after school instruction. Our school employs an English as a Second Language with Native Language Support Program. All ELL students, some former ELL students, those needing additional support, and alternate placement and Special Education students, are for the most part, either in a self-contained ESL class or are serviced by a push-in ESL teacher. Nine teachers are certified English as a Second Language teachers. In Kindergarten through fifth grade classes, ELLs are generally placed in heterogeneous, self-contained ESL classes, primarily composed of fifty to sixty percent ELLs and the remainder former ELLs (in grades 1-5), who are in need of receiving continued support. These teachers use ESL methodology to teach their students throughout the content areas, such as Sheltered Instruction Operational Protocol (SIOP) for science, social studies, mathematics, and other core curriculum subjects. Special attention is applied to learning academic language and skills and content area vocabulary. Bilingual glossaries, manipulatives, and picture dictionaries are used. Lessons plans include ESL Standards as well as NYS content Standards. ELLs in Special Education and CTT classes are serviced by a push-in ESL teacher. The push-in teacher works with the ELLs through the content area subjects in collaboration with the classroom teacher. Teachers meet to plan instruction and analyze student performance at weekly collaborative preparation periods. The push-in ESL teacher provides support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in-class instructional time.

To ensure that we service all students, we employ Academic Intervention Services (AIS) for newcomer ESL students, students in the general education population eligible for ESL services, SIFE students, students with an IEP, and long-term ELLs, receiving 4-6 years service. In addition, the ESL teacher provides one-on-one and/or small group instruction using various strategies, including Wilson and Foundations as targeted intervention programs. We also invite these students to attend the *After-School ESL Enrichment Program*. Summer school is offered as appropriate. Other community programs are recommended for continued learning. If the classroom teacher feels that the student needs more intense intervention, the teacher will discuss her concerns with the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one to one basis according to the student's needs for up to three times per week.

For ELLs in Special Education or Collaborative Team Teaching classes, the push-in teacher analyzes their Individual Educational Plan together with their NYSESLAT scores. The ESL provider works in collaboration with the classroom teacher to differentiate instruction to ensure the student's needs are met. Balanced literacy lessons are made comprehensible for these students to enable them to increase their reading and writing skills. Lessons are infused with vocabulary development to increase language acquisition.

As a transitional plan for Former ELLs (**FELLs**) who recently passed the NYSESLAT, AIS services are provided, if needed. FELLs are also invited to attend the *After-School ESL Enrichment Program*, if the parent and teacher feel the student can benefit from the extra instructional time. The ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

The ESL Coordinator manages the ESL office. The responsibilities of the coordinator includes testing, student placement, parent orientation, data analysis, disseminating pertinent information to teachers, coordinating after-school programs, facilitating professional development meetings with ESL teaching staff and new teaching staff, ensuring translation and interpretation needs of parents, and all needs pertaining to our ELL population.

To ensure our success, we work collaboratively with our ESL parents. We provide them with classes to help them become English proficient. We also provide parents with a Core Curriculum Orientation. Additionally, we provide parents with interpretation services during Parent Teacher Conferences and school events. In addition, we send communications in their home language whenever possible. We also encourage their participation in school activities, and attendance at workshops organized by our Parent Coordinator and other school staff.

All ELLs are afforded equal access to all school programs through equitable programming of courses, enrichment programs and opportunities, and school events. ELLs participate in all aspects of school activities, including, but not limited to, physical education, art, music, dance, trips, and after-school programs.

Materials used to support ELLs include bilingual literature/dictionaries/glossaries, Every Day Mathematics, FOSS kits for science in grades K-5, Foundations, Harcourt for 2<sup>nd</sup> grade Social Studies and for Science supplement, Leapfrog, NYSESLAT test prep booklets, Wilson,

Words Their Way, and technology resources, which include RAZKIDS and other web-based, child-friendly sites. We use Great Leaps as appropriate. All classes have leveled classroom libraries, including English language and multiple languages. Many of our classroom and content specialty rooms are equipped with SMART boards, and all have computers and projectors to improve student learning.

Required services support and resources correspond to ELLs ages and grade levels through careful attention to student class/grade placement, grouping for small group instruction, and AIS.

**Part IV: Assessment Analysis**

**A.**

**Spring 2010 NYSESLAT Results**

Grade Level	K	1st	2 <sup>nd</sup>	3rd	4th	5th	Total
Beginners	0	2	1	0	1	3	7
Intermediate	9	1	4	3	4	2	23
Advanced	5	4	9	0	7	13	38
Total	14	7	14	3	12	18	68

**Spring NYSESLAT 2010 Data Analysis: Listening and Speaking applied to Fall 2011 ESL programming**

Grade	1	2	3	4	5
Beginner	0	2	1	0	1
Intermediate	9	1	4	3	4
Advanced	5	4	9	0	7
Proficient	14	7	14	3	12

**Spring NYSESLAT 2010 Data Analysis: Reading and Writing applied to Fall 2011 ESL programming**

Grade	1	2	3	4	5
Beginner	7	2	1	0	1
Intermediate	10	1	4	3	5
Advanced	1	2	8	0	9
Proficient	5	25	3	2	4

After examining the Spring 2010 NYSESLAT results in the overall proficiency levels and four tested modalities, we have noted the following pattern:

- 55% of our 2010-2011 ELLs are at the advanced level
- 33% of our 2010-2011 ELLs are at the intermediate level
- less than 15% of our 2010-2011 ELLs are at the beginner level
- approximately 60% of our total 2009-2010 ELLs were proficient in the Listening/Speaking modalities of the exam
- approximately 35% of our total 2009-2010 ELLs were at the advanced level in the Listening/Speaking modalities of the exam
- less than 5% of our total 2009-2010 ELLs were at the intermediate level in the Listening/Speaking modalities of the exam
- only two students, 2009-2010 newcomer ELLs, were at the beginner level in the Listening/Speaking modalities of the exam
- approximately 40% of our total 2009-2010 ELLs were at the proficient level in the Reading/Writing modalities of the exam
- approximately 25% of our total 2009-2010 ELLs were at the advanced level in the Reading/Writing modalities of the exam
- approximately 20% of our total 2009-2010 ELLs were at the intermediate level in the Reading/Writing modalities of the exam
- approximately 15% of our total 2009-2010 ELLs were at the intermediate level in the Reading/Writing modalities of the exam

Approximately forty percent (40%) of our 2009-2010 ELL population tested out of the Spring 2010 NYSESLAT. The majority of the ELLs who tested out were in the first grade. In addition to effective classroom teaching, differentiated instruction, and careful instructional planning based on data analysis, we also credit this positive outcome to the implementation of the Wilson Foundations program, which these first grade students had received for approximately two years, beginning in kindergarten. In addition, the majority of the 2009-2010 ELLs who tested out in the various grades received supplemental ESL after-school enrichment classes, which helped these ELLs to progress at a more rapid rate in learning their English language skills.

The majority of our ELLs that did not pass the Spring 2010 NYSESLAT are currently in 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade. The majority of the first graders are in the intermediate level. In the upper grades, the majority of the 4<sup>th</sup> and 5<sup>th</sup> graders have reached the advanced level. Although most of these ELLs have demonstrated individual progress, teachers will continue to differentiate instruction, based on data results, and offer small group instruction, based on individual student needs, in order to help all our ELLs reach English proficiency in the four language modalities. Approximately 40% of ELLs taking who took the Spring 2010 NYSESLAT were newcomers. Struggling ELLs will continue to receive AIS and other academic support services, if needed. PS 122 will also provide supplemental after-school ESL enrichment classes for all ELLs, grades 1-5 with Title III funding. The instruction provided during the ESL After-school Enrichment program will focus on the four language modalities: listening, speaking, reading, and writing. There is a need for classroom and supplemental instruction to reading and writing. Newcomer ELLs will receive after-school instruction to aid them in learning the foundations of the English language with the help Title III funds.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT scores and other assessments (LAB-R, ELA exam, NYS Math exam, NYS Science Assessment, teachers' assessments, Children's Progress, ITAs, Running Records, etc.).

- In our Balanced Literacy curriculum, our emphasis is to provide our students, ELLs in particular, with added emphasis on the four language modalities to enable these students to make marked achievements on the ELA and/or NYSESLAT.
- We provide Academic Intervention Services (AIS) on a daily basis for those students who show a need through our data analysis.
- Specialty teachers push in to individual classes and work one on one or in small groups with students that need remediation.
- We provide an After School ESL Language Enrichment Program and Newcomers Program, approximately 15 to 20 sessions, for English Language Learners to strengthen listening, speaking, reading, and writing skills (December 2010-February 2011). Students are taught in a small group setting to enable them to become English proficient in all the language modalities. Teachers create their own materials based on the skills that children need to work on. Teachers use classroom assessments, ECLAS, EPAL, ELA scores, the Interim Assessment scores, and NYSESLAT scores to guide goals and objectives. Each classroom is equipped with a leveled library for students to use. In conjunction with individualized reading, teachers include lessons around shared reading and read alouds so that students gain practice in listening as well as speaking in the English language.
- The After School ESL Literacy Enrichment Program will also help prepare ELLs and former ELLs needing additional support for the upcoming ELA and Science exams.
- Each ESL class and push-in ESL teacher has been provided with Leap Frog Learning Centers to aid newcomers and any SIFE students that enter our school throughout the year with phonemic awareness, vocabulary development, and literal comprehension. These centers are also valuable for use with alternate placement and special education ELLs.

## **B. Content Area Analysis-TBD**

### **New York State Math (Grades 3-5)**

Data analysis of New York State Mathematics exam for the 2009-2010 school year indicate that less than 5% scored at level 4, approximately 30% scored at level 3, 45% scored at level 2, and approximately 20% scored at level 1. Approximately 37% of ELLs taking the NYS Mathematics exam in Spring 2010 were newcomers. For those students who are not meeting NY State standards, we will continue to provide Academic Intervention Services (AIS) and offer a few sessions of after school test preparation to improve their math and test taking skills.

### **New York State English Language Arts (Grades 3-5)**

ELLs who entered New York City schools for less than one year are exempt from taking the New York State English Language Arts exam. Of those ELLs in grades 3-5 that did take the exam, less than 5% scored at level 4, approximately 20% scored at level 3, 40% scored at level 2, and approximately 35% scored at level 1. For those students who are not meeting NY State standards, we will continue to provide Academic Intervention Services (AIS), after-school enrichment classes, and offer a few sessions of after school test preparation to improve their reading and test taking skills.

### **New York State Science (Grades 4)**

Data analysis of New York State Science exam for the 2009-2010 school year indicate that approximately 10% of ELLs scored at level 4, approximately 60% scored at level 3, approximately 20% scored at level 2, and approximately 10% scored at level 1. Approximately 20% of ELLs taking the NYS Science exam in Spring 2010 were newcomers.

### **New York State Social Studies (Grades 5)**

Data analysis of New York State Social Studies exam for the 2009-2010 school year indicate that approximately 5% of ELLs scored at level 4, 50% scored at level 3, 5% scored at level 2, and less than 45% scored at level 1. Approximately 30% of ELLs taking the NYS Social Studies exam in Fall 2009 were newcomers.

## **Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

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**Type of Program: ESL**

**Number of LEP (ELL) Students Served 2010-2011: 88**

### **I. Language Instruction Program**

P.S. 122 Title III program provides English Language Learners with supplemental instruction during after-school hours. The After-school ESL Language Enrichment Program and Newcomers Program will be comprised of approximately 20 sessions, operating from December 2010 until February 2011, from 3:15 p.m. to 4:45 p.m., approximately 3 to 4 days a week. Group size will be maintained at 12-15 students per teacher. There will be a total of four (4) ESL classes - two (1) 1st grade classes, one (1) 1<sup>st</sup> grade and 2<sup>nd</sup> grade bridge class, one (1) 3rd grade class, one (1) 4<sup>th</sup> and 5<sup>th</sup> grade bridge class, as well as one (1) grades 1-5 Newcomers class. Certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on the four language modalities: listening, speaking, reading, and writing. This additional support will also help students to achieve higher scores on the ELA, NYSESLAT, and NYS Science examinations. This school year we have a significant number of newcomers that have entered our school from a variety of countries. Many of these countries do not use the same sound/symbol alphabet that we use. To facilitate the learning of reading and writing, we have decided to add a newcomers class to our After-school Language Enrichment Program. The newcomers class will be comprised of students from various grades, each receiving a differentiated instruction program based on their needs. The overall focus for these students will be to learn English letters and phonemes, engage in English conversation, grammar, and increase English vocabulary in a stress-free environment. An administrator will be available to supervise all programming at no cost to Title III.

NYSESLAT, and city and state assessments- Supplementary materials including the ESL Rigby guided reading program will be purchased to supplement learning. NYSESLAT prep booklets to enhance language acquisition will be provided to augment English language instruction, especially in listening skills. General instructional supplies such as chart paper, markers, binders, storage containers, and

certificates of achievement will be purchased to support the After-school ESL Language Enrichment and Newcomers Program. We have Words Their Way word study program, Wilson language program materials, and Leapfrog materials in the building which will be used as supplementary support at no cost to the program. We will be using RAZKIDS, and online programs for literacy at no cost to the program.

In the spring of 2011, we will provide six (6) classes – two (2) grade 1 classes, one (1) grade 2 class, one (1) grade 3 class, one (1) grade 4 class, and one (1) grade 5 class of ELL students for a series of 5 sessions at 1.5 hours for NYSESLAT preparation. Students will learn testing strategies by certified ESL teachers to improve listening, reading, writing, and speaking skills. The cost will be for teacher salary and supplementary instructional materials, such as Empire State NYSESLAT Prep workbooks for students.

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## **II. Parent Involvement**

PS 122 will evaluate the needs of the parents through outreach in parent meetings, conferences, workshops and school activities with translation services available. The Parent Coordinator provides welcoming opportunities to encourage parent participation school wide.

In the spring of 2011, PS 122 Title III program will provide a series of 12 (12) adult ESL classes. Two (2) certified ESL teachers on our staff will lead the classes. Parents will learn beginner and intermediate levels of English, vocabulary, grammar, and conversation. An administrator will be available to supervise all programming at no cost to Title III.

In the spring of 2011, there will be two (2) Family Nights, dedicated to literacy and mathematics parental support. Four (4) certified teachers will facilitate learning games and activities to guide families to practice literacy and mathematics skills and concepts to support their children. The only cost to Title III will be the services provided by one (1) ESL certified teacher and other pedagogues during these events. All other costs related to these activities will not be charged to Title III. The parent coordinator will also assist in accommodating any parental needs at no cost to Title III.

Also in the spring of 2011, parents will be invited to attend a workshop dedicated exclusively to understanding the NYSESLAT. The workshop will be lead by a certified ESL teacher/coordinator at no cost to Title III.

## **III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):**

The *After-school ESL Language Enrichment Program and Newcomers Program* will be comprised of twenty (20) sessions, operating from December 2010 until February 2011, from 3:15 p.m. to 4:45 p.m., approximately 3 to 4 days a week. Group size will be maintained at 12-15 students per teacher. There will be a total of four (4) ESL classes - two (1) 1st grade class, one (1) 1<sup>st</sup> grade and 2<sup>nd</sup> grade bridge class, one (1) 3rd grade class, one (1) 4<sup>th</sup> and 5<sup>th</sup> grade bridge class, as well as one (1) grades 1-5 Newcomers class. Certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on the four language modalities: listening, speaking, reading, and writing. This additional support will also help

students to achieve higher scores on the ELA, NYSESLAT, and NYS Science examinations. This school year we have a significant number of newcomers that have entered our school from a variety of countries. Many of these countries do not use the same sound/symbol alphabet that we use. To facilitate the learning of reading and writing, we have decided to add a newcomers class to our After-school Language Enrichment Program. The newcomers class will be comprised of students from various grades, each receiving a differentiated instruction program based on their needs. The overall focus for these students will be to learn English letters and phonemes, grammar, engage in English conversation, and increase English vocabulary in a stress-free environment. An administrator will be available to supervise all programming at no cost to Title III.

**NYSESLAT, and city and state assessments-** Supplementary materials including NYSESLAT prep booklets to enhance language acquisition will be provided to augment English language instruction. In addition, Words Their Way word study program will be used to supplement learning in the after-school program for all grade levels. Rigby guided reading program will be purchased to supplement learning in the lower grades. General instructional supplies such as chart paper, markers, binders, storage containers, and certificates of achievement will be purchased to support the *After-school ESL Language Enrichment and Newcomers Program*.

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**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.

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P.S. 122 Professional Development will focus on providing PD to our ESL teaching staff in the use of data to inform instruction, specifically ELL Predictive Assessments, ATS Reports (RNMR and RLAT), Children's Progress, ARIS and item skills analysis. Professional Development in-house for our ELL teaching staff will address the following areas: data analysis, guided reading, vocabulary development, resources and use of native language supports for newcomers. This is at no cost to our Title III program.

Seven (7) certified ESL teachers will participate in after school Professional Development support. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for the children. Title III funds will be utilized to pay the seven participating ESL teachers to attend three (3) 1-hour sessions of after school PD to support the program – cost = \$1048).

One objective in sending our teachers to Professional Development sessions is to help ELLs and former ELLs achieve grade level scores on all city and state assessments. The goal of our school is to ensure that all general education teachers and ELL teaching staff are trained in dealing with English language Learners in all phases of language acquisition. This training will be fulfilled by attending workshops offered

by the DOE and Teachers College in order to be in compliance with the State Department of Education. Teachers attending these workshops will be at no cost to Title III. These PD opportunities will focus on improving differentiation of instruction both during the school day and during the ESL Afterschool Enrichment Program.

**Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Form TIII – A (1)(a)**

**Grade Level(s)**     K-5          **Number of Students to be Served:**     88     **LEP**   1310   **Non-LEP**

**Number of Teachers**   87        **Other Staff (Specify)**   1 Principal, 2 Asst. Principals, 2 Guidance Counselors, IEP Team  

**School Building Instructional Program/Professional Development Overview**

PS 122 Mamie Fay School is located in a largely lower middle socioeconomic area in a residential section of Astoria, Queens. Our 80-year old, five-story brick building is generally well-maintained. It is a central part of the community surrounded by parks, the Con Edison power plant, light manufacturing, and shopping areas. Pride in the students’ accomplishments is celebrated with prominently displayed student work throughout the building, in local business establishments, and cultural organizations.

According to the latest available data, this Pre-K to Grade 8 school serves a culturally diverse population of 1398 students that includes 36.2% Caucasian, 5.1% Black, 25.2% Hispanic, 31.7% Asian and others. Our student body also numbers 126 students with an Individualized Education Plan (IEP). There are 88 English Language Learners (ELLs); approximately 34% of our ELLs are recent immigrants from a wealth of nations, notably Bangladesh, Ecuador, and Egypt. 51.6% of our students are eligible to receive free lunch.

Our Core Knowledge Magnet school supports two (2) half-day Universal Pre-Kindergarten classes (for students who have turned four by December 31<sup>st</sup>), eight (8) Kindergarten classes, ten (10) Grade 1 classes, seven (7) Grade 2 classes, six (6) Grade 3 classes, six (6) Grade 4 classes, and eight (8) Grade 5 classes. The children are heterogeneously grouped in Grades Pre-K to 5, with one advanced class in each grade from 3<sup>rd</sup> to 5<sup>th</sup>, and with the exception of five (5) self-contained ESL classes in Grades K-5 and three (3) self-contained Special Education classes (Grade K, Grades 1/2 bridge and Grade 5). PS 122 has an ESL with native language support program that serves both ELL status students in grades K-5 and former English Language Learners, needing additional support, in grades 1-5 in a self-contained classroom environment. In addition, P.S. 122 has an accelerated program for intellectually gifted students for grades K-8. The elementary school includes one intellectually gifted on each grade from grades K-2 and 4-5. The Middle School, The Academy for the Intellectually Gifted, includes four (4) grade 6 classes, three (3) grade 7 classes, and three (3) grade 8 classes. The average class size for our school is 23. As an empowerment school, appropriate procedures are followed to continue as a School wide Programs school for the 2010-2011 school year.

Current strategies for implementing the New Continuum include six (6) Collaborative Team Teaching (CTT) classes, one on each grade, K – 5. The two self-contained Special Education classes are mainstreamed for lunch, physical education, assembly performances, and to the greatest degree possible in academic areas. All students with an IEP receive instructional and testing modifications, Resource Room and Related Services in compliance with mandates that provide the best opportunities for student achievement. Our program for English Language Learners (ELLs) includes one full time, ESL certified teacher who currently provides services to Special Education students in grades K-5, using push-in/pull-out models. For Special Education and alternate placement students, the ESL Coordinator checks both the student's IEP (as soon as it is sent to the school if the child is a transfer student) and test history to determine if he/she is entitled to ESL services. ESL services are provided as per the student's IEP recommendation. An entitlement letter is then sent to the parent informing them that their child will receive ESL services.

Our school's programs are supported by a pedagogical staff of 87 teachers, one (1) Literacy Coach, one (1) Math Coach, three (3) Literacy Specialists, one (1) Library Media Specialist, one (1) Technology Specialist, two (2) instructional paraprofessionals, five (5) IEP paraprofessionals, and fifteen (15) other professionals (including administrators, guidance counselors, and members of the Individualized Education (IEP) Team and Related Service providers. Additionally, there are four (4) secretaries, one (1) school safety officer, and eleven (11) school aides. Of the 87 teachers, 100% are certified and permanently assigned to our school. 55.2% have more than five years teaching anywhere. 91% have a Masters Degree or higher. Advanced academic subjects, such as Integrated Algebra Regents, Regents Earth Science, Foreign Language, and Technology are taught in our accelerated middle school program. We are indeed fortunate that the parents of P.S. 122 are very supportive with involvement in the School Leadership Team, PTA, parent workshops, Learning Leaders, and other volunteer activities, such as registration, community projects, and fundraising.

Another area we monitor closely is the progress of our Special Education population. A review of the latest available data indicates the following: In 2010-2011, approximately 95 students were full-time participants and approximately 50 were part-time participants in Special Education, accounting for approximately 10% of the school population. Approximately twenty (20) students moved from full time to part time or general education and from part-time to general education. Six students (6) moved to a more restrictive environment. In spring 2010, 16% of tested full-and part-time special education students scored at or above Performance Level 3 and approximately 34% of tested students scored at Performance Level 1 in English Language Arts. Also, in Spring 2010, 24% of tested full- and part-time special education students scored at or above Performance Level 3 and 34% of tested students scored at Performance Level 1 in Mathematics Achievement. Many of our special education students have made great strides toward success in less restrictive environments, from 12:1:1 to 12:1 to Integrated Co-Teaching (ICT) environments, from 12:1 to general education with SETSS support. There are currently 22 students in three (3) self-contained modified instructional settings: one (1) is a monolingual 12:1:1 class for Grades 5 and one (1) is a monolingual 12:1 for Grades 1 and 2, and a (1) is a monolingual 12:1:1 kindergarten class. There are six (6) CTT classes, one on each grade K-5, with a total of approximately 70 special education students. In addition, approximately 50 students receive part-time special education and related services, such as SETSS, Speech and Language, Hearing, occupational therapy, physical therapy, and counseling. We continue to work to implement the New Continuum to greatest possible measure in all aspects of the school program through integrated environments in Kindergarten - 5<sup>th</sup> grades, and mainstreaming students to the greatest possible extent in all areas.

In addition to the school's intellectually gifted program in elementary grades K – 5, P.S. 122 also has an Academy Middle School Program for intellectually gifted students whom are selected from all over District 30 on the basis of a rigorous academic qualification process. The Academy includes three (3) sixth grade classes, three (3) seventh grade classes, and three (3) eighth grade classes, totaling approximately 300 students. Fifteen (15) teachers service the students in this challenging program. Eighth grade students receive instruction according to the NYS Department of Education Officially Accelerated Program in English, Integrated Algebra Regents, Earth Science Regents, and the Foreign Language (Spanish) Proficiency Exam. All students also receive challenging, standards-based instruction in Social Studies, Technology, Music, Art, Physical Education and Health, and additional clubs and programs (i.e. school newspaper, sports) for enrichment.

All classes in K-5<sup>th</sup> grades are taught using a balanced literacy program, supplemented with trade books and leveled libraries, with daily writing activities. A literacy block (120 minutes in K – 3<sup>rd</sup> grade, 90 minutes in 4-5<sup>th</sup> grades) helps teachers to incorporate the Writers Workshop strategies and further develop writer's craft strategies and skills. We provide intensive training for professional development for all staff to enable all students, including ELLs, special education students, and gifted students, to continue to develop phonemic awareness, vocabulary enrichment, comprehension of narrative and non-narrative text, and fluency through the use of the Teachers College Reading Workshop model. In Kindergarten and 1<sup>st</sup> grade the language arts program is supplemented by *Wilson Language Program*. AIS is provided for students at risk through push-in/pull-out instruction during the day or through after school programs. Professional development is supported by our Literacy Coach, literacy specialists, Teachers College support staff and instructional leaders, inter-visitations, and participation in local, Empowerment Network, and Citywide workshops and study groups, and collaboration in curriculum planning.

All classes in K-5<sup>th</sup> grade use the *Everyday Math* program to strengthen math concepts, skills, and problem-solving strategies. The mathematics program is supplemented by student-engaged activities, problem-solving strategies, games, extensive use of manipulative materials and opportunities to make connections and identify patterns. AIS are provided for students at risk through push-in/pull-out instruction during the day. Professional development is supported by the Math Coach, math specialists, inter-visitations, participation in local, Regional, and Citywide workshops and study groups, and collaboration in curriculum planning.

All students in grades K-5, including ELLs, Special Education students, and gifted students, receive inquiry-based, standards driven science instruction provided by three (3) science cluster teachers in collaboration with the classroom teacher. Informational texts to enhance the science curriculum will be used in conjunction with the two (2) hands-on science labs for experimentation and aligned with the literacy program facilitated by classroom teachers and cluster teachers. Students at risk will receive AIS through differentiated and small group instruction in the classroom or through interdisciplinary after school programs.

P.S. 122 has an interdisciplinary Core Knowledge curriculum with an emphasis on geography, history, and economics. *Connections* resources enable teacher to use trade books and classroom libraries to promote high standards of literacy through Social Studies themes for all students in grades K-5<sup>th</sup>, including ELLs, students receiving special education and related services, and gifted students. The P.S. 122 Curriculum Committee has begun long range planning to use NY State Core Curriculum, *Social Studies: Social Studies Instructional Strategies & Resources* as the framework to ensure a comprehensive and sequential instructional program in Social Studies using print, electronic, and internet resources. A full-time Social Studies specialist will provide content instruction for elementary school and gifted middle school

students. AIS will be provided for students at risk through differentiated and/or small group instruction during the day or through interdisciplinary after school programs. Professional development in Social Studies will be supported through participation in local, Empowerment Network, and Citywide workshops and study groups, and collaboration in developing unit plans.

The physical education program incorporates various skills and movement activities planned and provided by three (3) licensed physical education teachers for all students, including those children who need adaptive physical education, in our two (2) gyms and in the expansive outdoor playground, as well as in other areas of the building as needed. Opportunities for encouraging physical health, including the HIV-AIDS curriculum, and participation are varied, purposeful, and rewarding for the students, culminating in our annual school wide Dance Festival.

We are continuing to provide professional development in reading and writing through partnerships with Teachers College, Readers and Writers Collaborative, the use of Literacy Coaches, participation in workshops and inter-visitations. We schedule such training to optimize job-embedded lab sites in our building for modeling instruction, guided practice for teachers, and collaboration/debriefing sessions. P.S. 122 also has a vocal and instrumental music program that is standards based and enriching. Instruction is provided by two (2) full-time music teachers, one (1) full-time dance teacher, one (1) full-time art teacher, who collaborate with the classroom teachers. P.S. 122 is so proud of our school band and chorus for students in grades K-8, including ELLs, special education, and gifted students, which perform several times during the year during scheduled winter and spring concerts, and at assemblies and special programs. Affiliations with Studio in a School provide an art program that services classes and motivated students in grades K-8. An affiliation with American Ballroom Theater provides ballroom dance instruction to staff and students in all Grade 5 classes, culminating in performances and competition for general education students, students with IEPs, gifted students, and English language learners.

Tax Levy, Title I, grants, and other funding sources support the instructional program and provide Academic Intervention Services (AIS) using a School wide Programs design as follows:

- One (1) Literacy Coach
- One (1) Math Coach
- Three (3) Literacy Specialists, servicing students in K-5<sup>th</sup> grades for students who do not meet, or are “at risk” of failing to meet state standards
- One (1) Technology Specialist
- One (1) certified Librarian/Library Media Specialist
- Two (2) Computer teachers
- One (1) Early Childhood/Kindergarten Reduction classroom teacher
- One (1) classroom teacher to reduce class size in 4<sup>th</sup> grade
- Eight (8) IEP paraprofessionals servicing students in CTT classrooms, one (1) paraprofessional for our 12:1:1 Kindergarten class
- and one (1) paraprofessional for our 12:1:1 5<sup>th</sup> grade class
- Universal Pre-K
- Counseling

- Sports and Arts in Education (CBO – Champions Club) after school program which offers homework help/tutoring/arts and sports activities for students in Kindergarten – 8<sup>th</sup> grades
- Supplementary after school programs include:
  - Literacy instruction servicing students in 1<sup>st</sup> – 8<sup>th</sup> grades, including special education students and ELLs
  - Mandatory summer program for students repeating the grade in 3<sup>rd</sup> – 5<sup>th</sup> grades

Overall, our school has met Adequate Yearly Progress (AYP) and is “in good standing” based on Federal Title I and state accountability status in all tested areas and for all students and all subgroups. Targeted AIS is provided for students at risk of not meeting state standards through Title I support with three (3) Literacy Specialists using push in/pull out models. Our IEP team, consisting of one (1) School Psychologist, one (1) Social Worker, and one (1) IEP teacher, provides support through direct services to the students, and together with the Literacy and Math Coaches, provide additional resources for the professional staff in management techniques and research-based instructional strategies for students at risk. Our AIS team, consisting of administrators, guidance counselors, literacy specialists, Literacy and Math Coaches, classroom teachers, SETSS teachers and Related Service providers, meets weekly to review student achievement and plan appropriate interventions for individual students and groups of students with similar needs. These interventions have been designed to comply with the NYC AIS Implementation Rubric to include:

- Meet weekly to track and monitor at risk students
- Identify students’ individual areas of need through the use of Every Day Math indicators, running records, conference notes, teacher observations and conferences, ECLAS-2, Words Their Way, TCRWP narrative continuum rubrics, and assessments such ACUITY and ARIS
- Determine appropriate interventions to address those areas of need
- Monitor student progress and the effectiveness intervention services, and making modifications to services as needed
- Prepare a Personal Intervention Plan for all “at risk” students
- Provide students with 1:1 tutoring, or small group instruction using differentiated instruction in the classroom
- Conduct 1:1 conferring to focus on specific reading, writing, and math skills and strategies
- Providing push-in/pull-out support during additional AIS periods during the regular school day.

Our school recognizes and values the involvement and participation with the parents and community. PS 122 encourages broad participation of the families of our students through PTA meetings, parent workshops during the day, after school and in the evening on such topics as English language acquisition, nutrition, community resources, understanding and analyzing student assessments, using ARIS online, using computers and technology, and parenting skills. A full-time Parent Coordinator serves as liaison to the community and provides outreach to engage the families as partners in the success of their children. The Parent Coordinator also maintains a family friendly room to further encourage parent involvement in a nurturing way. The school newspaper, published four times a year, and letters and notices translated in the main native languages where possible, establishes ongoing communication between the home and school. The Parent Coordinator maintains an updated distribution list to send relevant information via email where parents have provided their email accounts. Currently, the Parent Coordinator is working on improving communication with parents through the school's E-Board.

With the help of the Parent Coordinator, PS 122 partners with various organizations such as Learning Leaders, Cornell Cooperative Extension, Health Plus, NAMI: National Alliance on Mental Illness, and Arab American Breast Cancer Education and Referral Program (AMBER) just to name a few. Currently, volunteers from Learning Leaders are being trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for ELLS. ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. With regard to nutrition, the Cornell Cooperative Extension offers a series of 8 to 10 parent workshops in English and Spanish. Cornell also offers a workshop for parents on financial planning. In working with Health Plus, their representatives help provide parents with information about healthcare. In order to increase breast cancer early detection awareness, a representative from AMBER, an Arabic speaker from NYU, provides breast cancer education and screening information in the Arabic language to the female, Arabic speaking parent community of our school.

We address the critical transition periods between home-to-school, between Pre-K-Kindergarten, from Kindergarten-1<sup>st</sup> Grade, from Early Childhood to upper elementary, from elementary to middle school, and from middle school to high school. At each transition period, parents are invited to and encouraged to attend Open House meetings, parent/student tours, orientation programs, and informational parent workshops (including ESL and AIS information). During the 2009-2010 year, our Parent Involvement Budget supported over ten (10) well attended and well received Parent Workshop Series on such topics as Curriculum, Test Preparation, Academic Intervention Services (AIS), English Language Acquisition, Science, Technology, Assessments, and High School application process. Parent surveys were distributed school wide to invite suggestions for future activities and workshops. In addition, our administration, guidance and department coaches and specialists along with the Parent Coordinator, as well as other staff, are always available to address concerns through conferences, meetings, and telephone conversations.

**Section III. Title III Budget**

School: PS 122

BEDS Code: **343000010122**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 1496 5986	<ul style="list-style-type: none"> <li>• Newcomers Program (20 sessions x 1.5 hrs. x 1 teacher @ \$49.89)</li> <li>• After-School Language Enrichment 20 sessions x 1.5 hrs. x 4 teachers @ \$49.89</li> </ul>
Parent Involvement/Professional staff, per session (Note: schools must account for fringe benefits)	2245 1796	<ul style="list-style-type: none"> <li>• After-School NYSESLAT Preparation (5 sessions x 1.5 hrs. x 6 teachers @ \$49.89)</li> <li>• ESL Class for Adults (12 sessions x 1.5 hrs. x 2 teacher @\$49.89)</li> </ul>
Purchased services such as curriculum and staff development contracts	N/A	
Supplies and materials	4032	General Supplies/Books for after-school programs (NYSESLAT preparation, Rigby supplemental guided reading program, Bilingual books, general instructional supplies such as chart paper, markers, binders, storage containers, and certificates of achievement to support the <i>After-school ESL Language Enrichment and Newcomers Program</i> .
Travel	N/A	
Other	\$1048	Seven (7) certified ESL teachers will participate in after school Professional Development support. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for the children. Title III funds will be utilized to pay the seven participating ESL teachers to attend three (3) 1-hour sessions of after school PD to support the program – cost = \$1048).
<b>TOTAL</b>	<b>\$17800</b>	

### **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**

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

At P.S. 122Q written translation needs have been assessed by running a RPOB report from ATS to analyze the number of home languages as per the Home Language Identification Survey forms filled out by the parents of our students. We found the major languages spoken other than English to be as follows: Spanish, Bengali, and Arabic. In addition to the analysis of the RPOB, we send out a parent survey informing them of the Department of Education's intention to provide translation and interpretation services for parents who need them. We also asked parents to remit a portion of the letter indicating what language they would need translation in.

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

PS 122 conducted a successful school-wide survey in 2007, asking parents if they had translation and interpretation needs and their language preference. After conducting this school-wide survey, we now make sure each year to survey all new incoming students to ensure that no particular child's family is left out of this process. These responses are recorded and maintained from year to year by our school. Taking into account last year's feedback and this year's feedback to date, parental responses continue to indicate the highest need for these services to be in the following languages: Spanish, Bengali, and Arabic.

The initial findings of the survey and the requirements under Chancellor's Regulations A-663 were reported at the school's PTA meeting in September 2010 and written up in our school newspaper, News and Views. Each academic year, since the inception of the survey, the teaching staff receives a memo and a list of students whose

parents requested translated information in their home language.

## **Part B: Strategies and Activities**

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

At P.S. 122 we plan to provide translation of critical documents, major announcements of meetings (e.g. Parent Teacher Conferences), health initiatives, specialized citywide programs, after-school programs, parent workshops, and parental options concerning their child. By sending these parents translated documents, we hope to enable all parents to be informed participants, as well as active in all aspects of our school community. Translation services will be provided by in-house staff when feasible or the NYCDOE Translation and Interpreting Unit.

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

We propose to provide parents with interpreting services during Parent Teacher Conference days in November 2010 and March 2011. We would purchase interpreting services in Spanish, Bengali, and Arabic. This service helps PS 122 facilitate interpreting services to parents on Parent Teacher Conference days, during afternoon and evenings hours. In addition, we provide our staff with a translating hot line where a teacher can call down to the main office and request a translator to go to his/her classroom, as needed. We feel this is a crucial time to ensure that parents have a complete understanding of their child's needs and assessment. We also intend to provide interpreting services for Family Culture Nights and various curriculum workshops. PS 122 also uses these opportunities to inform the parents of how to become involved in their child's education. We firmly believe that by working together in partnership we can elevate the level of each child's achievement.

During other times (IEP meetings, annual conferences, etc.) we would provide in-house interpretation by school staff. We would also make use of the interpreting telephone services offered by the NYCDOE Translating and Interpreting Unit.

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

PS 122 is fulfilling notification requirements by sending written notification in the covered languages of parents' rights regarding translation and interpretation services and instructions on how to obtain services. We have also posted at many school entrances and in the main office large posters in the designated NYC DOE languages, indicating that parents may obtain copies of written notification in the parent coordinator's room. Our school safety plan includes the names of available in-house staff to interpret so as not to prevent parents from reaching school administrative offices due to language barriers and the telephone number of the NYCDOE Translation and Interpretation Unit.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$751,839	\$751,839
2. Enter the anticipated 1% set-aside for Parent Involvement:		7518.39	7518.39
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **School Parental Involvement Policy**

### **I. General Expectations**

PS122 Mamie Fay agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS122 Mamie Fay will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - a. Establish a Parent Involvement Committee (PIC) comprised of parents of children participating in Title I A programs, teachers, service providers, and administrators, to discuss intervention services for students at risk of not meeting state and local standards.
  - b. Provide opportunities for the PIC committee to meet on a monthly basis to maintain ongoing communication between the school and the parents of students receiving AIS through these programs.
2. PS122 Mamie Fay will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. Parents will be informed about the effectiveness of school programs through distribution of assessment data related to their children’s performance
  - b. The school will distribute information about the effectiveness of school programs as they become available, (ie. Annual School Report)
  - c. Parents will participate in a Quality Review to identify areas of strength and areas in need of improvement based on specific assessment criteria.
  - d. Parents will be encouraged to complete the Learning Environment Surveys and questionnaires administered by the school several times during the year to identify areas of strength and areas in need of improvement.
  - e. The SLT will provide input in planning the school’s CEP.
3. PS122 Mamie Fay will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. The school will provide appropriate staff (i.e. Administrator, Parent Coordinator, Coach, Technology Specialist) to support planning and implementing parental involvement activities planned by the PIC to improve student academic achievement and school performance in consultation with the principal, aligned with established school programs and events
  - b. The school will conduct workshops and training to support parent involvement in planning an implementing effective parental involvement activities to improve student academic achievement and school performance
  - c. PS122 Mamie Fay will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs, such as Universal Pre-K, Learning Leaders.
  - d. The school will plan workshops for all parents, including parents of students participating in Title I programs, to explain the programs and model how the parents may use effective strategies to improve student academic achievement and school performance.

4. PS122 Mamie Fay will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. The school will review the assessments of students participating in Title I programs to determine the effectiveness of the program in improving student academic achievement and school performance
  - b. The school will share its findings as a school overall with the PIC and with the SLT to assess program effectiveness
  - c. The PIC will conduct a self-assessment each year to evaluate the effectiveness of the committee in improving school quality.
5. PS122 Mamie Fay will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      1. Workshops, conferences, training meetings to support parents as partners in improving student academic achievement
      2. Ongoing communication through parent letter, flyers, notices in English and as many native languages as possible to reflect our school population, and articles in the PTA newsletter
      3. Activities planned during the school, afterschool and Saturday programs to support parents as partners in improving student academic achievement and school performance
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    1. Workshops, conferences, training meetings to support parents as partners in improving student academic achievement and school performance.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    1. Encouraging parents to maintain communication with teachers and staff regarding their child's school performance
    2. Providing translation services for important letter, meetings, and activities to the greatest degree possible
    3. Encourage parent participation in school activities and opportunities to volunteer their service
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Universal Pre-K, Learning Leaders and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    1. Planning and implementing school programs and activities that integrate parent involvement with effective strategies used through Balanced Literacy, *Everyday Math*, etc.

2. Planning school activities at various times to encourage parent participation.
  3. Planning and implementing family activities, such a Family night for Math and Literacy.
  4. Creating a lending library for literature and resources that is available to parents through the Parent Coordinator.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
1. Letters will be sent to parents of students participating in Title I programs when student begin, end, or modify their participation.
  2. Report to Parent notices will be sent to parents of students participating in Title I programs at least twice a year to let parents know about their child's progress.
  3. Letters, and notices will be sent home in English and in languages that reflect the school population
  4. E-mail notices will be sent home.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agendas of Parent Involvement Committee meetings and attendance sheets listing the names of parents of children participating in Title I, Part A programs and agendas and attendance sheets of SLT meetings where the policy was designed with input of the appropriate participants. This policy was adopted by the PS 122 Mamie Fay on 10/20/10 and will be in effect for the period of one (1) year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/20/10.

### **School-Parent Compact**

PS 122 Mamie Fay, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

### **Required School-Parent Compact Provisions**

## School Responsibilities

### PS 122 Mamie Fay will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning and nurturing environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - a. Balanced Literacy using the Workshop Model for Reading and Writing
  - b. Everyday Mathematics for grades K-6 and State approved Accelerated Program for grades 6-8
  - c. NYS Science curriculum using an inquiry-based model
  - d. NYS Social Studies core curriculum using the NYC recommended scope and sequence and a Core Knowledge curriculum
  - e. Additional subjects include, technology, foreign language, art, music, dance
  - f. Additional AIS provided to students struggling to meet State standards as needed during the day, through after school, Saturday, and summer programs
2. Hold parent-teacher conferences at least twice annually in elementary schools during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - a. November and in March school-wide
  - b. On an as-needs basis throughout the year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - a. Written reports and conferences with parents conforming with NYC Department of Education calendar
  - b. Letters to inform parents of State and local assessment results as they are received at the school
  - c. Communication on a regular basis regarding student progress
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - a. Written communication through the student daily planner and notes
  - b. Telephone conversations
  - c. Scheduled Parent-Teacher meetings
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - a. Learning Leaders
  - b. Participation in student celebrations and academic culminating activities
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand, including e-mail.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

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

### **Optional Additional Provisions**

#### Student Responsibilities (revise as appropriate to grade level)

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

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

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

(Please note that signatures are not required)

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

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

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

The Annual School Report is examined for student academic achievement and factors that contribute to the effectiveness of the instructional program. ATS, item skills analysis, NYSESLAT, IEPs, and other reports are reviewed on an ongoing basis for data on student performance. Teams comprised of members of the SLT, parents, teachers, administrators, and staff members, receive training in criteria that indicates an effective school environment and tour the building to assess areas of strength and areas for improvement. Recommendations are reported during meetings of the SLT, grade and faculty conferences, and PTA meetings. Administrators, teachers, and parents are trained to access and analyze data related to the performance of children in all available content areas tested by State and local standardized exams. Student performance for all students, grades K-8, is evaluated on an ongoing basis using student work, conferences, and portfolios. Workshops are provided for teachers and parents in improving the skills needed to obtain data about student academic achievement and how to interpret the information and use it for improving instruction.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement with Balanced Literacy using a Workshop Model in Reading and Writing

- b) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement with Every Day Mathematics using problem-based instruction and strategies that engage students with games and manipulative materials toward more abstract conceptual development
- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement in Science using an inquiry-based approach in lab settings and classrooms designed for student engagement
- d) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement in Social Studies using the current scope and sequence for content, skills, and knowledge explored through a Core Knowledge curriculum
- e) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the length of the school day for all students to provide quality learning time, targeted AIS, and enrichment
  - Provide after school, Saturday, and summer programs for increased learning opportunities in a small student-teacher ratio
  - Provide an enriched and accelerated Core Knowledge curriculum.
  - Enrichment is provided for gifted students through honors courses in English and Social Studies, and an accelerated program including Integrated Algebra Regents, Earth Science Regents, and Foreign Language Proficiency in Spanish.
  - Use recognized ESL instructional methodologies for ELLs
  - Plan differentiated instruction with increased awareness of multiple intelligences, diverse learning styles, essential elements of instruction using brain research for all students, including students requiring Special Education and related services
  - Provide targeted AIS programs, which may include counseling, pupil services, mentoring services, Speech and learning, college and career awareness/preparation for all students, with additional support for low academic achieving children and those at risk of not meeting the State academic content standards
  - Provide instructional programs, (i.e. Wilson) which are consistent with and are designed to implement State and local improvement, if any.

### 3. Instruction by highly qualified staff.

All teachers are certified. Ongoing, collaborative professional development is provided during the day and after school, through workshops, residencies, study groups.

### 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.

All planned professional development will reflect the National Professional Development Standards and include the following:

- A focus on academic performance
- Delivered by highly qualified personnel
- Concentrated, focus that is intensive, sustained, and job-embedded
- Understanding and use of specialized instructional strategies to meet the needs of special populations
- Understanding and implementing reading strategies that reflect scientifically based research in the six dimensions of reading

- Understanding and implementing the core curriculum of balanced literacy, leveled and classroom libraries, and other resources
- ESL strategies and the new ELL standards
- Effective strategies for teaching the core curriculum in mathematics, including *Everyday Mathematics*, Science, Social Studies, and other content area
- Effective strategies for assessing student performance and using the data for instruction
- Opportunities for reflection, practice, formal and informal feedback, and reteaching
- Opportunities for collaboration in planning and sharing best practices scheduled during the day and after school for each grade and each content area specialty.

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

Every effort will be made to solicit resumes and applications from highly-qualified, certified teachers and support staff through affiliations with universities, community resources, and job fairs. Applicants are screened during personal interviews and by demonstration lessons. Various subcommittees and study groups meet regularly to plan curriculum and activities which contribute to a positive, professional, collegial school environment.

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

Support parent involvement activities, including workshop series in such areas as English language acquisition, family literacy services, understanding curriculum and interpreting student assessments, nutrition, community resources, decision-making support in selecting appropriate schools at times of transition, using technology, parenting skills, and strategies for working as partners in their children's success. Provide opportunities for parents and their children to engage in learning together (i.e. Family Night for Literacy and Math).

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.

Students registered for the pre-school program are invited to attend an orientation session with a family member to become familiar with the classroom, the school, and the program. The pre-school students begin the school year for a brief period with an abbreviated school day with a family member to ease the transition from home to school. A full-time Parent coordinator provides support for the families of pre-school students in various aspects of becoming a member of the school community and enabling the family to become partners in the students' success. In-coming Kindergarten students are invited to an orientation with their families to ease the transition from home to school, or from Pre-K to school. Early childhood students are paired with upper elementary students in such supportive activities as buddy-reading/writing sessions to ease transition. Lunch schedules, assembly programs, the annual Dance Festival, Chorus, and similar activities are planned to bring Early Childhood students together with upper elementary students in a nurturing environment. Transition from elementary school to

middle school is eased by an orientation for the 5th grade students and their families to become familiar with the middle school environment through school-to school visits and meetings during the school day and after school. A buddy program pairs new 6<sup>th</sup> grade students with middle school students to ease transition to middle school. Guidance services are provided for graduating 8<sup>th</sup> graders by the guidance counselor through program-embedded sessions with students beginning in the 7<sup>th</sup> Grade, the careers program which includes a “Careers Day” program in collaboration with our PENCIL partner, and through a series of parent workshops which address the concerns related to the transition to high school.

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

Teachers receive training in curriculum, assessments, and instructional planning using the data at faculty and grade conferences, residencies, and lab site inter-visitations. Inquiry teams at various grade levels and departments meet on a regularly scheduled basis to identify trends and plan strategies to improve student learning. The instructional week is programmed to include one collaborative planning period every week for each grade and content area specialty to analyze data and assessments and plan for improved instructions to meet individual student’s needs, and overall curriculum development. Study groups are encouraged to meet during the day and after school to make decisions for improved instruction and student achievement.

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.

Student achievement is evaluated by the classroom teacher and by service providers on an ongoing basis. Students experiencing difficulties are identified quickly and brought to the attention of a supervisor, and/or the AIT during the weekly meetings established specifically for initial screening by appropriately trained professionals. Intervention strategies are recommended for the classroom teacher to implement, as well as recommendation for targeted assistance by AIS providers, (i.e. counseling, speech and language, SETSS) on an “at risk” basis as needed. AIS are initiated and documented and reviewed in a timely, effective manner. Parents are informed when interventions are recommended, initiated, and revised or terminated when no longer necessary.

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.

To implement the school goals, P.S. 122 combines funding from local tax levy, Title I funds, State PCEN funds, IDEA funds, School Leadership funds, Federal/State/Local and private grants for create a single, cohesive instructional plan for the whole school, while maintaining the discreet needs of the Core Knowledge Magnet program and the Gifted Academy. These funds allow reduced class size, allow the hiring or literacy and math specialists to provide one-on-one tutoring and small group instruction, provide AIS in push-in/pull models for students at risk of failing to meet State and City academic standards, ELLs, and students receiving Special Education and related

services, and provide accelerated programs for high achieving students and enrichment programs (i.e. foreign language, art, music) school wide. Affiliations with local services, such as HANAC and PENCIL support programs to encourage positive social development and promote student leadership skills and violence prevention. The funding also supports parent involvement activities, such as our Parent Institute, which provides workshop series in such areas a English language acquisition, family literacy services, understanding curriculum and interpreting student assessments, nutrition, community resources, decision-making support in selecting appropriate schools at times of transition, using technology, parenting skills, and strategies for working as partners in their children’s success.

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

### ***Explanation/Background:***

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

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

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

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

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

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

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓	\$0	-	-
Title I, Part A (ARRA)	Federal	✓			751,839	✓	15-18, 19-21, 23-24, 26-27, 28-30
Title II, Part A	Federal	✓			313,562	✓	15-18, 19-21, 26-27, 28-30
Title III, Part A	Federal	✓			17,800	✓	15-18, 19-21, 23-24, 26-27, 28-30
Title IV	Federal			✓	0	-	-
IDEA	Federal	✓			27,068	✓	15-18, 19-21, 23-24, 26-27, 28-30
Tax Levy	Local	✓			5,073,535	✓	15-18, 19-21, 23-24, 26-27, 28-30

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**NOT APPLICABLE**

**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.

NOT APPLICABLE

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NOT APPLICABLE

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;

NOT APPLICABLE

4. Coordinate with and support the regular educational program;

NOT APPLICABLE

5. Provide instruction by highly qualified teachers;

NOT APPLICABLE

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

NOT APPLICABLE

7. Provide strategies to increase parental involvement; and

NOT APPLICABLE

8. Coordinate and integrate Federal, State and local services and programs.

NOT APPLICABLE

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

**NOT APPLICABLE**

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

**NCLB/SED Status:**           NOT APPLICABLE           **SURR<sup>3</sup> Phase/Group (If applicable):**           NOT APPLICABLE          

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

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

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

**NOT APPLICABLE**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

NOT APPLICABLE

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School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

NOT APPLICABLE

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

NOT APPLICABLE

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

**NOT APPLICABLE**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_ NOT APPLICABLE

**SURR Group/Phase:** NOT APPLICABLE      **Year of Identification:** NOT APPLICABLE      **Deadline Year:** NOT APPLICABLE

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

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
<p align="center">NOT APPLICABLE</p>	<p align="center">NOT APPLICABLE</p>	<p align="center">NOT APPLICABLE</p>

## **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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.) **14**
2. Please describe the services you are planning to provide to the STH population.

Educational support services as needed. Guidance counselors support students in areas of need. Emergency general supplies are purchased and distributed to students in temporary housing. These materials include items such as backpacks, notebooks, pencils, crayons, etc.

### **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).  
NOT APPLICABLE
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
NOT APPLICABLE

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.

NOT APPLICABLE

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 122 Mamie Fay						
<b>District:</b>	30	<b>DBN:</b>	30Q12	<b>School</b>		343000010122	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7	v	11
	K	v	4	v	8	v	12
	1	v	5	v	9	Ungrade	v
	2	v	6	v	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	35	35	36		95.4	95.7	95.3
Kindergarten	162	157	160	<b>Student Stability - % of Enrollment:</b>			
Grade 1	174	197	182	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	176	171	193		96.8	96.0	95.6
Grade 3	201	175	164	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	195	202	183	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	193	195	193		52.7	67.5	69.6
Grade 6	105	97	130	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	80	85	75	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	60	79	81		3	18	22
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		4	14	10
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	0	3	1	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	1381	1396	1398		4	14	10
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	19	19	26	Principal Suspensions	16	18	12
# in Collaborative Team Teaching (CTT)	58	62	67	Superintendent Suspensions	4	4	6
Number all others	50	45	50	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		85	87	89
# receiving ESL services only	86	112	TBD	Number of Teachers			
# ELLs with IEPs	7	17	TBD	Number of Administrators and Other Professionals	15	15	12
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	4	4	9

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.1	77.0	86.5
				% more than 5 years teaching anywhere	41.2	55.2	73.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		91.0	91.0	93.3
American Indian or Alaska Native	0.3	0.1	0.1	% core classes taught by "highly qualified" teachers	99.4	100.0	100.0
Black or African American	6.4	5.1	4.3				
Hispanic or Latino	25.3	25.2	25.0				
Asian or Native Hawaiian/Other Pacific	30.3	31.7	33.9				
White	37.0	36.2	35.4				
<b>Male</b>	50.5	49.1	46.6				
<b>Female</b>	49.5	50.9	53.4				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
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	Elementary/Middle Level			Secondary Level			Progress
	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	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	8	8	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	80	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	51.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	4						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
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](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 <b>Children First Network 410</b>		District <b>30</b>	School Number <b>122</b>	School Name <b>PS 122</b>
Principal <b>Pamela Sabel</b>			Assistant Principal <b>Anna Aprea and Alba Carlucci</b>	
Coach <b>N/A</b>			Coach <b>N/A</b>	
Teacher/Subject Area <b>Audrey Cheng, ESL Teacher</b>			Guidance Counselor <b>N/A</b>	
Teacher/Subject Area <b>Athena Sfkianos, IEP Teacher</b>			Parent <b>Pallavi Bhatt</b>	
Teacher/Subject Area <b>N/A</b>			Parent Coordinator <b>Judy Milo</b>	
Related Service Provider <b>N/A</b>			Other <b>Shamema Chowdhury, Parent</b>	
Network Leader <b>N/A</b>			Other <b>Ana Reyes, School Psychologist</b>	

### 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	<b>9</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1398</b>	Total Number of ELLs	<b>88</b>	ELLs as Share of Total Student Population (%)	<b>6.29%</b>
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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

#### 1. ELL identification process

When a new student is registered at our school, the parent/guardian is interviewed by the ESL Coordinator in English or in the parents' native language with the assistance of an interpreter, if needed. With the ESL teacher/Coordinator and the assistance of an interpreter, if needed, the Home Language Identification Survey (HLIS) is completed in English or in the Parents' native language, if available. Once the HLIS is complete, the ESL teacher/Coordinator determines if the student is a potential ELL, based on the formula of number of "other" languages on the HLIS. The ESL teacher/Coordinator conducts an informal interview with the child and then determines the appropriate OTELE code which is then entered into ATS by the Pupil Accounting Secretary. This begins the testing process to determine the student's language proficiency via the LAB-R administration.

Within ten days of registration, the ESL teacher/Coordinator, using Department of Education guidelines, administers the Lab-R exam to evaluate the English language proficiency of the student. The student's eligibility is determined using cut scores provided by the Division of Assessment and Accountability (DAA). If the ESL teacher/Coordinator determines that a student scores below proficiency and requires ESL services, then he/she is placed in the appropriate classroom (ESL or a classroom where ESL push-in services are provided). Students who score at or above proficiency, will be placed in a general education program. If a student is a Spanish speaking ELL, the ESL coordinator will also administer the Spanish LAB. Using DOE timelines, parents are notified of their child's LAB-R results by letter in the home language. If the student requires ESL services, the parent is asked to come to a parent orientation session. At the orientation, parents are informed of their options within the New York City public school system to place their child in any one of the three types of ESL programs: Dual Language, Transitional Bilingual Education, and freestanding ESL. In addition, parents are informed on how they are able to transfer their child to a school with a program that might not be available in our school. All information given to the parents is afforded in the home language, when available.

The steps taken annually to evaluate ELLs, using the New York State English as a Second Language Achievement Test (NYSESLAT), include the following:

- The ESL Coordinator and administration review and analyze the NYSESLAT scores when they are received to determine performance level in each of the four (4) modalities.
- Student outcomes and analyses indicating strengths and weaknesses for each individual student are distributed to ESL teaching staff K-5 and programming is scheduled to meet mandates and/or other special needs.
- Periodic Assessments for ELLs are administered and results are tracked to measure progress against prior NYSESLAT scores and toward proficiency.

For Special Education and alternate placement students, the ESL Coordinator checks both the student's IEP (as soon as it is sent to the school, if the child is a transfer student) and test history to determine if he/she is entitled to ESL services. ESL services are provided as per the student's IEP recommendation. An entitlement letter is then sent to the parent informing them that their child will receive ESL services.

#### 2. Parent Orientations

Parent Orientations are held at the beginning of each school year to ensure that parents understand the three programs available for their child: Transitional Bilingual, Dual Language, and ESL. Entitlement letters are distributed to families, informing them that their attendance is required at the ESL Parent Orientation which is immediately after the 10 day testing time frame. Thereafter, parent orientations are held at other times during the school year, as needed. At the orientation, the ESL Coordinator provides full explanation of ELL program choices. The ESL Coordinator also presents the Orientation Video for Parents of Newly Enrolled English Language Learners and provides a copy of the Guide for Parents of ELLs, an informational brochure, to parents in their home language, as well as the Parent Survey/Program Selection form to complete. Translators, in native languages, and the Parent Coordinator are provided to ensure families understand all aspects of the three programs and have the opportunity to ask questions. Parent Surveys and Program Selection Forms are distributed and collected at the end of the orientation. Follow-up orientations are scheduled as needed to accommodate parents who are unable to attend the initial orientation or for new students who are admitted during the school year. Students are placed based on parent preferences.

#### Distribution of entitlement letters

3. Using Department of Education guidelines and timelines, parents are notified by letter, in their home language, of their child's LAB-R results. If the student requires ESL services, the parent is asked to come to a parent orientation session. At the orientation, parents are

informed of the three ELL program choices available for their child. Interpreters are present to help the parents understand the choices. The DOE orientation video and translated brochures are also available to help parents make a program choice best suited for their child. Parent Surveys and Program Selection Forms are distributed and collected at the end of each orientation. Follow-up orientations are scheduled as needed to accommodate parents who are unable to attend the initial orientation or for new students who are admitted during the school year.

Procedures followed to place identified ELLs

4. PS 122 follows Department of Education guidelines and timelines, as well as uses Parent Surveys to place identified ELL students in a program.

5. Trends in Parental Selections

In reviewing the completed Parent Survey and Program Selection Forms, the trend for the past few years in program choice by parents has been almost exclusively the English as a Second Language Program.

6. Aligning Programs with Parental Choices

In keeping with Department of Education’s policy of involving parents in the decision making process, P.S. 122Q aids any parent who chooses a bilingual program to find an appropriate classroom setting for their child within the district. Due to the small numbers in any one language group and the lack of interest or request by parents, we do not have a bilingual program. In order to provide a program with continuity and in the best interest of our ELLs, English as a Second Language with native language support is the program we offer at our school.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b>	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 type="checkbox"/>
Check all that apply	

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	3	1	0	1	1	0	0	0	0	0	0	0	8
<b>Push-In</b>	2	2	0	2	2	2	0	0	0	0	0	0	0	10
<b>Total</b>	4	5	1	2	3	3	0	0	0	0	0	0	0	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	71
Special Education			9

SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	0
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	71	0	6	17	0	3	0	0	0	88
<b>Total</b>	<b>71</b>	<b>0</b>	<b>6</b>	<b>17</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>88</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### 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
<b>TOTAL</b>	<b>0</b>													

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																	
<b>TOTAL</b>	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	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

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

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	7	4	3	8	2	3								27
Chinese														0
Russian														0
Bengali	3	8	2	3	1	4								21
Urdu		2		1	1									4
Arabic	3	8	1	3	2									17
Haitian														0
French														0
Korean														0
Punjabi		1				1								2
Polish														0
Albanian	1		1		1									3
Other	2	6		1		5								14
<b>TOTAL</b>	16	29	7	16	7	13	0	0	0	0	0	0	0	88

# 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

### Delivery of instruction

1. Our school employs an English as a Second Language with Native Language Support Program. All ELL students, some former ELL students (those needing additional support), and alternate placement and Special Education students, are for the most part, either in a self-contained ESL class or are serviced by a push-in ESL teacher. Nine teachers are certified English as a Second Language teachers. In Kindergarten through fifth grade classes, ELLs are generally placed in heterogenous, self-contained ESL classes, primarily composed of fifty to sixty percent ELLs and the remainder former ELLs (in grades 1-5), who are in need of receiving continued support.

### Instructional minutes

2. At PS 122, the ESL program schedule for all ESL Freestanding classroom settings and push-in/pull-out services follows the required time as set by CR Part 154:

- **Beginners**  
360 minutes of ESL per week through content area using ESL methodology (Balanced Literacy and or Math).
- **Intermediate**  
360 minutes per week for all ELLs per week through content area using ESL methodology (Balanced Literacy and or Math).
- **Advanced**  
180 minutes per week of ESL instruction through content area using ESL methodology (Balanced Literacy and or Math).

### 3. Delivery of content areas in each program model

Teachers use ESL methodology to teach their students throughout the content areas, such as the Sheltered Instruction Operational Protocol (SIOP) model for science, social studies, mathematics, and other core curriculum subjects. Special attention is applied to learning academic language, content area vocabulary and skills. Bilingual glossaries, manipulatives, and picture dictionaries are used. Lesson plans include ESL Standards as well as NYS content Standards. ELLs in Special Education and CTT classes are serviced by a push-in ESL teacher. The push-in teacher works with the ELLs through the content area subjects in collaboration with the classroom teacher. Teachers meet to plan instruction and analyze student performance at weekly collaborative preparation periods. The push-in ESL teacher provides support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in-class instructional time.

### Differentiating instruction for ELL subgroups

4. In order to differentiate instruction for ELL subgroups, homeroom ELL teachers and push-in ELL teachers provide 1:1 and small group lessons and activities that are tailored to various ELL students' needs. Homeroom ELL teachers also collaborate with AIS providers that offer tailored support services for the following ELL subgroups: ESL newcomer students, ELLs who are performing under grade level, long-term

ELLs, and SIFE students. In addition, the ESL teacher provides one-on-one and/or small group instruction using various strategies, including Wilson and Foundations as targeted intervention programs. We also invite these students to attend the After-School ESL Enrichment Program. Summer school is offered as appropriate. Other community programs are recommended for continued learning. If the classroom teacher feels that the student needs more intense intervention, the teacher will discuss her concerns with the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one to one basis, according to the student's needs for up to three times per week.

For ELLs in Special Education or Collaborative Team Teaching classes, the push-in teacher analyzes their Individual Educational Plan together with their NYSESLAT scores. The ESL provider works in collaboration with the classroom teacher to differentiate instruction to ensure the student's needs are met. Balanced literacy lessons are made comprehensible for these students to enable them to increase their reading and writing skills. Lessons are infused with vocabulary development to increase language acquisition.

As a transitional plan for Former ELLs (FELLs) who recently passed the NYSESLAT, AIS services are provided, if needed. FELLs are also invited to attend the After-School ESL Enrichment Program, if the parent and teacher feel the student can benefit from the extra instructional time. The ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

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

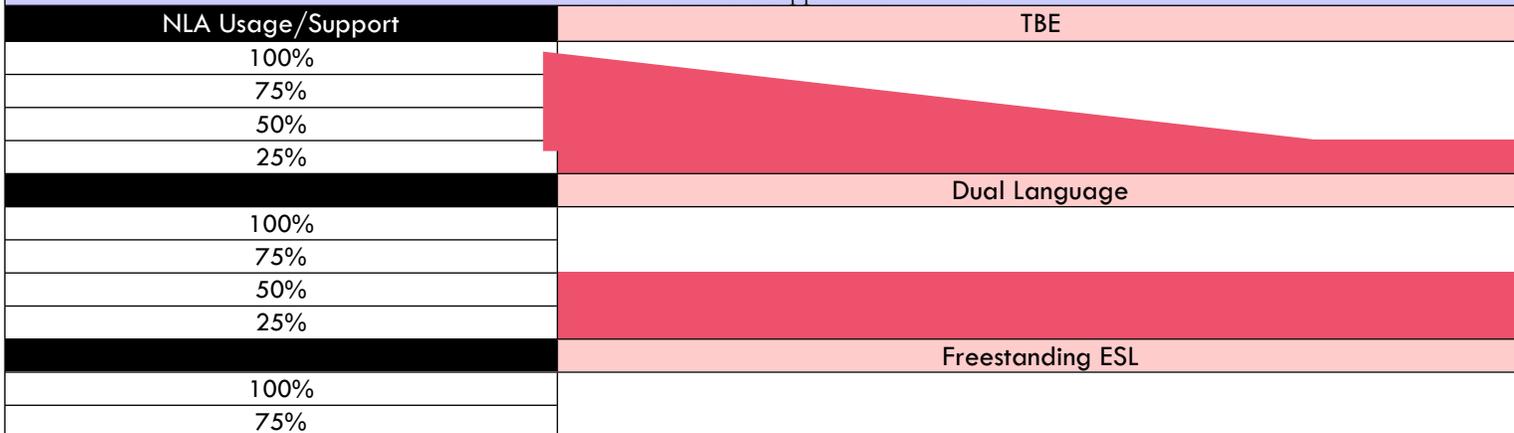
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

Description of targeted intervention programs for ELLs in ELA, math, and other content areas

5. To ensure that we service all students, we employ Academic Intervention Services (AIS) for newcomer ESL students, students in the general education population (FELLs) eligible for ESL services, SIFE students, students with an IEP, and long-term ELLs, receiving 4-6 years service. In addition, the ESL teacher provides one-on-one and/or small group instruction using various strategies, including Wilson and Foundations as targeted intervention programs. We also invite these students to attend the After-School ESL Enrichment Program. Summer school is offered as appropriate. Other community programs are recommended for continued learning. If the classroom teacher feels that the student needs more intense intervention, the teacher will discuss her concerns with the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one to one basis according to the student's needs for up to three times per week. Currently, volunteers from Learning Leaders are being trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for newcomer ELLs. Newcomer ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. In addition, RTI, response to intervention for reading will address individual student needs and provide small group activities to help struggling students, including ELLs, in grades K-2.

Description of plan for continuing transitional support (2 yrs) for ELLs reaching proficiency on the NYSESLAT

6. As a transitional plan for Former ELLs (FELLs) who recently passed the NYSESLAT, AIS services are provided, if needed. FELLs are also invited to attend the After-School ESL Enrichment Program, if the parent and teacher feel the student can benefit from the extra instructional time. For

two consecutive years, after reaching proficiency on the NYSESLAT, these students also receive the same testing accommodations on all NYS exams as ELLs. In addition, the ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

#### New programs or improvements for the upcoming school year

7. Due to demonstrated student progress after participating in last year's ESL after-school programs, PS 122 will continue to offer its after-school newcomers program and enrichment program for ELLs. The only change we hope to make in supplemental after-school programming, budget permitting, is to offer these students more sessions than in the past. New this year, we are currently working on having volunteers from Learning Leaders trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for newcomer ELLs. Newcomer ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. In addition, we are initiating RTI, response to intervention program for reading, which will address individual student needs and provide small group activities to help struggling students, including ELLs, in grades K-2.

#### Discontinued programs and services

8. Due to the success of the programs and services offered in the previous academic year, PS 122 will continue to offer the same programs and services for ELLs.

#### Equal access to all school programs

9. All ELLs are afforded equal access to all school programs through equitable programming of courses, enrichment programs and opportunities, and school events. ELLs participate in all aspects of school activities, including, but not limited to, physical education, art, music, dance, trips, and after-school programs.

#### Instructional materials used to support ELLs

10. Materials used to support ELLs include bilingual literature/dictionaries/glossaries, Every Day Mathematics, FOSS kits for science in grades K-5, Foundations, Harcourt for 2nd grade Social Studies and for Science supplement, Leapfrog, NYSESLAT test prep booklets, Wilson, Words Their Way, and technology resources, which include RAZKIDS, Renzulli, and other web-based, child-friendly sites. We use Great Leaps as appropriate. All classes have leveled classroom libraries, including English language and multiple languages. Many of our classroom and content specialty rooms are equipped with SMART boards, and all have computers and projectors to improve student learning.

#### Delivery of Native language support in each program model

11. ESL teaching staff use various ELL strategies to teach their lessons across the content areas, with native language support, so students develop language and content knowledge in English. Students are provided with bilingual picture dictionaries, bilingual word to word dictionaries, bilingual libraries with rich literature in various genres to help new ELLs develop their academic language skills. Newcomers are often encouraged to write in their home language during the writing block and other periods of the day to help make the transition from learning in their home language to English only. When possible, students are partnered with a peer that speaks his/her home language to help the student follow the classroom flow of the day.

#### Required services support and resources correspond to ELLs' ages and grade levels

12. Required services support and resources correspond to ELLs ages and grade levels through careful attention to student class/grade placement, grouping for small group instruction, and AIS.

#### Assisting newly enrolled ELL students before the beginning of the school year

13. We assist new enrolled ELLs before the beginning of the school year by inviting them to the school district's summer school ELL enrichment program, if available. If an email address has been provided, the Parent Coordinator will send information of City wide DOE parent events that are helpful to both new ELLs and their parents.

#### Language electives offered to ELLs

14. PS 122 provides English and translation of content area learning and assessment in various languages to the greatest extent possible. Our goal is to offer our newcomer ELLs academic resources in their native language for day to day classroom learning and professional translators for New York State required assessments.

## C. Schools with Dual Language Programs

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

Not applicable.

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

##### PD Plan for all ELL personnel

1. P.S. 122 Professional Development will focus on providing PD to our ESL teaching staff in the use of data to inform instruction, specifically ELL Predictive Assessments, ATS Reports (RNMR and RLAT), Children's Progress, ARIS, and item skills analysis. Professional Development in-house for our ELL teaching staff will address the following areas: data analysis, guided reading, vocabulary development, resources and use of native language supports for newcomers.

##### Supports for ELLs transitioning from elementary to middle school

2. In order to help parents make an informed decision about their child's transition from PS 122 to a middle school, the Parent Coordinator organizes a fifth grade trip to a local middle school, PS 141, for students and parents to view the school and have opportunities to ask questions and speak with designated staff at PS 141. In addition to the field trip, the Parent Coordinator also organizes a series of free workshops at our school to help parents and children make a transition to middle school. The workshop series is entitled "How Can I Help My Child in Middle School?" Presenters at the workshops are Learning Leaders volunteers. The presenters cover the following topics: what are middle schools like, changes during adolescence, skills needed to do well in 6<sup>th</sup> grade, and opportunities for parents (i.e. college, GED, ESL classes, computer classes, etc.)

##### 7.5 Hours of ELL training

3. Our school's goal is that all general education teachers and ELL teaching staff are trained in dealing with English Language Learners in all phases of language acquisition. This training will be fulfilled by attending workshops offered by the DOE and Teachers College in order to be in compliance with the State Department of Education. These PD opportunities will focus on improving differentiation of instruction both during the school day and during the ESL Afterschool Enrichment Program.

#### 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

##### Parent involvement

1. Our school recognizes and values involvement and participation with the parents and the community. PS 122 encourages broad participation of the families of our students through PTA meetings, parent workshops during the day, after school and in the evening workshops on such topics as English language acquisition, nutrition, community resources, understanding and analyzing student assessments, using ARIS online, using computers and technology, and parenting skills. A full-time Parent Coordinator serves as liaison to the community and provides outreach to engage the families as partners in the success of their children. The Parent Coordinator also maintains a family friendly room to further encourage parent involvement in a nurturing way. The school newspaper, published four times a year, and letters and notices translated in the main native languages where possible, establishes ongoing communication between the home and school. The Parent Coordinator maintains an updated distribution list to send relevant information via email where parents have provided their email accounts.

Currently, the Parent Coordinator is working on improving communication with parents through the school's E-Board.

**Partnering with other organizations**

2. With the help of our Parent Coordinator, PS 122 partners with various organizations such as Learning Leaders, Cornell Cooperative Extension, Health Plus, NAM: National Alliance on Mental Illness, and Arab American Breast Cancer Education and Referral Program (AMBER) just to name a few. Currently, volunteers from Learning Leaders are being trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for ELLs. ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. With regard to nutrition, the Cornell Cooperative Extension offers a series of 8 to 10 parent workshops in English and Spanish. Cornell also offers a workshop for parents on financial planning. In working with Health Plus, their representatives help provide parents with information about healthcare. In order to increase breast cancer early detection awareness, a representative from AMBER, an Arabic speaker from NYU, provides breast cancer education and screening information in the Arabic language to the female, Arabic speaking parent community of our school.

**Evaluating the needs of parents**

3. In order to address the needs of parents, parent surveys are often distributed schoolwide to invite suggestions for future activities and workshops. In addition, our administration, guidance and department coaches and specialists along with the Parent Coordinator, as well as other staff, are always available to address concerns through conferences, meetings, and telephone conversations.

**Addressing the needs of parents**

4. We offer workshops and activities based on parent feedback on surveys. The Parent Coordinator and other school staff work hard to accommodate parent availability to attend workshops and meetings in either morning, mid afternoon, afterschool, or evening hours. The Parent Coordinator also offers a lending library with books and DVDs. The library contains K-5 children's books, to encourage parents to read with their children, and information for parents on character building and social issues. Last year, the Parent Coordinator offered parents of ELLs beginner level computer classes. This year there will be a beginner and intermediate level computer classes for parents of ELLs.

# 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	2	1	0	1	3								7
Intermediate(I)	9	1	4	3	4	2								23
Advanced (A)	5	4	9	0	7	13								38
Total	14	7	14	3	12	18	0	0	0	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	1	0	0	0	1							
	I	6	1	0	0	2	2							
	A	13	3	3	2	5	10							
	P	4	25	13	3	12	10							
READING/WRITING	B	7	2	1	0	1	3							
	I	10	1	4	3	5	2							
	A	1	2	8	0	9	11							
	P	5	25	3	2	4	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2	0	0	5
4	4	7	2	0	13
5	5	4	4	1	14
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	3	0	1	0	1	0	0	0	5
4	3	0	9	0	5	0	0	0	17
5	3	0	9	0	6	0	2	0	20
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	2	0	3	0	10	0	2	0	17
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	8	0	1	0	9	0	0	0	18
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	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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 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?

effective classroom teaching, differentiated instruction, and careful instructional planning based on data analysis, we also credit this positive outcome to the implementation of the Wilson Foundations program, which these first grade students had received for approximately two years, beginning in kindergarten. In addition, the majority of the 2009-2010 ELLs who tested out in grade 1 also received supplemental ESL after-school enrichment classes, which helped these ELLs to progress at a more rapid rate in reaching proficiency in reading and writing. Although our second grade ELL students also received supplemental ESL after-school enrichment classes, only 15% of the second grade ELLs tested out of the NYSESLAT. Of the 2009-2010 ELLs in the second grade who did not reach proficiency on the NYSESLAT, approximately 85% of these students did not have Wilson Reading Foundations as part of their programming in either kindergarten or first grade.

#### Data patterns across proficiency levels

2 and 4. After examining the Spring 2010 NYSESLAT results in the overall proficiency levels and four tested modalities, we have noted the following pattern:

- 55% of our 2010-2011 ELLs who took the Spring 2010 NYSESLAT are at the advanced level
- 33% of our 2010-2011 ELLs who took the Spring 2010 NYSESLAT are at the intermediate level
- less than 15% of our 2010-2011 ELLs who took the Spring 2010 NYSESLAT are at the beginner level
  
- approximately 60% of our total 2009-2010 ELLs were proficient in the Listening/Speaking components of the exam
- approximately 35% of our total 2009-2010 ELLs were at the advanced level in the Listening/Speaking modalities of the exam
- less than 5% of our total 2009-2010 ELLs were at the intermediate level in the Listening/Speaking modalities of the exam
- only two students, 2009-2010 newcomer ELLs, were at the beginner level in the Listening/Speaking modalities of the exam
  
- approximately 40% of our total 2009-2010 ELLs were at the proficient level in the Reading/Writing modalities of the exam
- approximately 25% of our total 2009-2010 ELLs were at the advanced level in the Reading/Writing modalities of the exam
- approximately 20% of our total 2009-2010 ELLs were at the intermediate level in the Reading/Writing modalities of the exam
- approximately 15% of our total 2009-2010 ELLs were at the intermediate level in the Reading/Writing modalities of the exam

Approximately forty percent (40%) of our 2009-2010 ELL population tested out of the Spring 2010 NYSESLAT. The majority of the ELLs who reached proficiency were in the first grade. In addition to effective classroom teaching, differentiated instruction, and careful instructional planning based on data analysis, we also credit this positive outcome to the implementation of the Wilson Foundations program, which these students had received for approximately two years, beginning in kindergarten. In addition, the majority of these students received supplemental ESL after-school enrichment classes which helped these ELLs to progress at a more rapid rate in learning their English language skills.

The majority of ELLs who did not reach proficiency on the Spring 2010 NYSESLAT are currently in 1st, 3rd, and 5th grade. Many of our first grade ELLs are at the intermediate level. In the upper grades, the majority of the 4th and 5th graders have reached the advanced level.

#### Instructional decisions

3. The data for reading and writing reveals that the Afterschool Enrichment Program has greatly benefited our ELLs in making marked progress in the areas of reading and writing. The results also show that continuing and adding more days to the Afterschool Enrichment Program would continue to prove useful for those ELLs who have not yet reached proficiency in the reading/writing components of the NYSESLAT.

#### Leadership response to data patterns

4. See number two for student results and patterns across proficiencies and grades. The school leadership and teachers use the ELL predictive results to measure progress against prior NYSESLAT scores and toward proficiency. Also, the data indicates our ELLs made exemplary proficiency gains in closing the achievement gap in ELA and Math on state exams Spring 2010. In addition, analyses indicating strengths and weaknesses for each individual student are distributed to ESL teaching staff grades 3-5 and programming is scheduled to meet mandates and/or other special needs.

#### Dual Language Program

5. Not applicable.

#### Self-evaluation of ESL Program

6. PS 122 evaluates the success of its ELL programs by examining the results in students' NYSESLAT scores and other assessments (LAB-R, ELA exam, NYS Math exam, NYS Science Assessment, teachers' assessments, Children's Progress, Predictive Assessments, ITAs, Running Records, etc.). In the past couple of years, we have noticed marked progress from the beginning of the school year to the end of the school year for the

majority of our ELLs. In furthering the success of our ELL programs, we use the results of these various assessments to guide classroom instruction, as well as customize instruction for small group and 1:1 instruction and after-school supplemental programming.

### 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		