



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 121 THE NELSON A ROCKEFELLER SCHOOL

DBN : 21K121

PRINCIPAL: JAYME PERLMAN **EMAIL:** JPERLMA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|------------------|--|-----------|
| Jayme Perlman | *Principal or Designee | |
| Roberta Bradley | *UFT Chapter Leader or Designee | |
| Mary Fiorentio | *PA/PTA President or Designated Co-President | |
| Kathy DeLeon | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Carolyn Cottrell | Member/UFT | |
| Lucille Randazzo | Member/UFT | |
| Susan Moujir | Member/Parent | |
| Natalya Petito | Member/Parent | |
| Lil Ann Stile | Member/Parent | |
| | Member/ | |
| | Member/ | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

To improve student performance in English Language Arts through the implementation of a rigorous, NYCCLS based program of instruction

By June, 2012 there will be a 5% increase in the number of students receiving a growth percentile score of 50 or greater on the 2012 New York State ELA exam (currently 55%, 48 out of 80 students).

By June, 2012 there will be a 5% increase in the number of Special Needs students receiving a growth percentile score of 50 or greater on the 2012 New York State ELA exam (currently 43%, 13 out of 21 students)

Comprehensive needs assessment

- An analysis of the Spring 2011 New York State ELA demonstrate that 53.5 % of our students scored at a Level 3 or 4. Further, 55% of the students tested earned a growth percentile score of 50 or higher, indicating they are not making progress. Students are not meeting grade level standards.
- An analysis of the Spring 2011 New York State ELA for students with special needs demonstrate that 9% of our students scored a Level 3 or Level 4. Further, 43% of the students earned a growth percentile score of 50 or higher, indicating they are not making progress.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Strategies/activities that encompass the needs of identified student subgroups,

- We will use the Common Core standards to set up grade expectations in literacy across the grades
- Support teachers in accessing data to plan for differentiated instruction
- Provide professional development to develop an awareness and understanding of data and how to use it in the classroom
- Teachers will look at data from 2010-2011 to acknowledge strengths, trends, and areas for improvement
- Teachers will review individual running record assessments by class and across the grades to inform next steps for teaching and learning
- A conferring study group will be formed to create school wide conferring templates
- Teachers will meet in academies along with the coach and principal and look at student work
- The literacy coach will meet with academies regularly to review Core Curriculum standards
- The ELL Teacher will attend professional development (Assessments for ELLs, ELLs and the Common Core Standards, etc.) and turnkey the information to teachers to better meet the diverse needs of our students
- Teachers and students will develop rubrics for units or projects
- Teachers will begin to use technology for literacy enhancement through Journeys
- AIS teacher will work with students from our identified sub groups in either a push in or pull out model in a small group setting
- Introduce Reading Buddies from Pre-K through 8th grade
- Schedule inter-visitations and model/demo lessons to share best practices
- Teachers in K-8 will look at on-demand writing pieces at least 3 times a year
- Create a partnership with New York City Ballet:
 - Grades 1 and 2: Ballet Tales
 - Grades 3 and 4: Nutcracker
 - Grades 5 and 6: Ballet Bridges
 - Purchase Books of the Month for all classroom teachers and provide related activities
 - Develop an Instructional Cabinet where lead teachers meet with administration to discuss instructional needs, analyze data, and plan next steps

- Our self contained special education, special educational teachers and educational assistants will meet with our Coach, ELL and SETTS teachers to develop effective strategies for differentiating instruction
- Lunchtime clubs focusing on literacy will be available for students
- Apply for CASA grant that will offer literacy based activities incorporating Dance, Music, Art and Drama in an after school program
- Implement a Title III ELL program designed to meet the needs of our ELL students through an after school program
- Our PPT team reviews the needs of students who are not meeting mathematical standards and will be provided with intervention opportunities
- Organize parent workshops on a variety of topics from understanding the different reading levels to strategies needed for comprehension
- Partnerships are formed with local and city colleges to provide student teachers in order to share best practices as well as assist our classroom teachers, specialty teachers and service providers

Staff and other resources used to implement these strategies/activities,

- ELL Teacher
- AIS Teacher
- PPT Team
- Classroom Teachers
- Literacy Coach
- SETSS Teacher
- Instructional Cabinet
- Administration

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Progress Reports
- Instructional Cabinet – Lead teachers meet to discuss instructional needs, analyze data and assessments plan next steps
- Academy Meetings – looking at student work
- Data Meetings
- Study Groups
- Literacy Coach will meet with teachers to review portfolios
- Literacy Coach will meet to review common core standards
- Teachers and student will develop rubrics for class projects
- Intervisitations
- Teachers will examine On Demand writing pieces at least 3 times a year

Timeline for implementation

- The Instructional Cabinet will meet to evaluate the implementation of the strategies and activities regularly.
- We will examine Teacher's College Reading levels four times a year (September, November, March and June)
- Monthly Academy Meetings focus on looking at student work
- Monthly Instructional Cabinet meetings will focus on writing on demand pieces
- Progress Reports will be distributed to all students in October, January, and March

Strategies to increase parental involvement

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- Conduct parent workshops with topics that may include: Understanding the characteristics of a reading level, Parents and Literacy, Understanding the Progress Report and the Learning Environment Survey, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- Parent performance linking literacy, music and drama (Ballet Tales)

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

PS 121 receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title I, Title IIA, Title III, IDEA and UPK.

As a Schoolwide Programs school under Conceptual Consolidation, we are able to co-mingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.

Budget and resources alignment

- Leveled books will be purchased using Tax Levy and NYSTL Textbook allocations based on an assessment of student needs
- TL Fair Student Funding and/or Title 1 Professional Development allocation will be used for teacher coverages for monthly intra-visitations with a focus on reading and writing and literacy workshops provided by the network and the UFT
- Schedule includes common planning time for Pre-K through 2nd grade
- Schedule includes academy planning times across the grades from K-8

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

To utilize a common lens for instruction and curriculum, to set clear expectations, and to provide evidence-based, applicable feedback to teachers resulting from frequent classroom observation cycles.

By June 2012, 100% of the teaching staff will have been observed through frequent cycles of classroom observation by using components of a competency and research-based rubric

By June 2012, 100% of the teaching staff will have received evidence-based feedback they used to increase the rigor and effectiveness of their instruction

Comprehensive needs assessment

A review of feedback provided to teachers through the observation process demonstrated that instructional expectations varied from classroom to classroom and the feedback provided was infrequent. In order to improve instructional practices at the school, it is necessary to adopt a common lens for instruction and curriculum throughout the school. Further, frequent observations allow for timely feedback to teachers, improved classroom practices and improved student performance.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Strategies/activities that encompass the needs of identified student subgroups,

- School Leaders will establish a common lens for instruction and curriculum, set clear expectations, and provide evidence-based, applicable feedback from frequent classroom observations. By doing so, teachers will know what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice.
- Teachers will participate in professional development activities based on the components of a research-based rubric
- School Leaders will conduct short and frequent cycles of observations of teacher practice across the school, allowing for a deep understanding of each teacher's strengths and weaknesses.
- Provide specific, evidence-based feedback, targeted to the needs of each teacher. It will include facts, low inference evidence, and analysis and interpretation justified by evidence.
- Feedback will be selective. School leaders will prioritize important practices to improve student learning that are aligned to teaching framework and provide teacher support as needed.
- Feedback will be actionable. School leaders will identify clear actions to be taken to improve practice. These next steps will be developmental and specific to the needs of each teacher.

Staff and other resources used to implement these strategies/activities

- Principal
- Instructional Cabinet
- UFT Chapter Chair
- Literacy Coach

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Professional Development logs maintained by each teacher
- Academy Meetings – looking at student work

- Professional Development Feedback
- Classroom implementation of feedback by teachers in the areas of *Planning and Preparation*, *Classroom Environment* and *Instruction*, as evidenced by checklists and/or other Support Walk documentation
- Classroom artifacts that highlight the domain of *Professional Responsibilities*, including communication with families and collaboration with colleagues. Artifacts may include Class Newsletters, information on field trips, flyers on school events, and agendas reflective of participation in professional communities.

Timeline for implementation

- Teachers will receive frequent support visits throughout the school year using components of a competency and research based rubric
- Monthly Academy meetings
- Weekly grade meetings
- Teachers will attend professional development and turnkey within 2 weeks

Strategies to increase parental involvement

- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Holding an annual Parent Curriculum Conference
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Hold “Tea With The Principal” meetings with parents of every grade

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

PS 121 receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title I, Title IIA, Title III, IDEA and UPK. As a Schoolwide Programs school under Conceptual Consolidation, we are able to co-mingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.

Budget and resources alignment

- TL Fair Student Funding and/or Title 1 Professional Development allocation will be used for teacher coverages for professional development provided by the school and the Network
- Schedule includes common planning time for Pre-K through 2nd grade
- Schedule includes academy planning times across the grades from K-8

ANNUAL GOAL #3 AND ACTION PLAN

To strengthen the curriculum in both English Language Arts in order to prepare all students for the rigorous performance expectations as specified in the NYCCLS.

By June 2012, 100% of all students in grades K-8 will complete a performance task that asks them to read and analyze informational texts and write opinions and/or arguments in response.

By June 2012, 70% of all students in grades K-8 will demonstrate proficiency (Level 3 or higher) on the Spring 2012 Literacy task as measured by a DoK aligned, teacher created rubric.

Comprehensive needs assessment

- Through an evaluation of student work performed by the Inquiry Team and Academy Teacher Teams in the 2010-2011 school year, there is concrete evidence of a gap between student performance and the academic rigor expected by the Common Core State Standards. Teachers regularly examined student work using rubrics and other assessment tools and compared it to Common Core annotated sample student writing and identified the gap.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Strategies/activities that encompass the needs of identified student subgroups

- Teachers will implement culminating performance tasks in Literacy administered to all students in grades K through 8 during the winter and spring.
- The Instructional Cabinet will meet with academies regularly to support teachers in planning and implementing Literacy tasks.
- In Literacy, tasks will require students to read and analyze informational texts and write opinions and arguments in response.
- The tasks will incorporate the Universal Design for Learning (UDL) principles to ensure teachers develop their instruction to meet the needs of a diversity of learners
- Teachers will utilize DoK aligned rubrics and/or scoring guides to accurately assess the level of student work
- Unit outlines will incorporate the Understanding by Design (UBD) framework, aligned to CCLS Standards.
- Tasks will include supports for helping students access complex texts across all grade levels.
- All teachers in grades 3-8 will administer, grade and analyze the ELA periodic assessments in order to inform their small group instruction in order to support the needs of all students.
- During academy meetings teachers will meet regularly to clarify expectations, develop literacy vocabulary, and build strategies from grade to grade.
- Teachers will discuss the implications of the Common Core standards and increase rigor and consistency across the grades.
- Teachers will use ARIS and data to analyze areas of strengths, trends and areas for improvement.
- Our self contained special education, special educational teachers and educational assistants will meet with our Coach, ELL and SETTS teachers to develop effective strategies for differentiating instruction.

Staff and other resources used to implement these strategies/activities

- ELL Teacher
- AIS Teacher
- PPT Team
- Classroom Teachers
- Literacy Coach

- SETSS Teacher
- Instructional Cabinet
- Inquiry Team
- Administration

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- School Inquiry
- Network Based Professional Development, including curriculum mapping and Common Core State Standards

Timeline for implementation.

- Monthly Academy meetings
- Weekly Grade meetings
- Weekly Inquiry Team meetings
- Acuity Assessments administered in November, January and March

Strategies to increase parental involvement

- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

PS 121 receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title I, Title IIA, Title III, IDEA and UPK.

As a Schoolwide Programs school under Conceptual Consolidation, we are able to co-mingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.

Budget and resources alignment

- TL Fair Student Funding and/or Title 1 Professional Development allocation will be used for teacher coverages for professional development provided by the school and the Network
- Schedule includes common planning time for Pre-K through 2nd grade
- Schedule includes academy planning times across the grades from K-8.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

To strengthen the curriculum in Mathematics in order to prepare all students for the rigorous performance expectations as specified in the NYCCLS

By June 2012, 100% of all students in grades K-8 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

By June 2012, 70% of all students in grades K-8 will demonstrate proficiency (Level 3 or higher) on the Spring 2012 Math task as measured by a DoK aligned, teacher created rubric.

Comprehensive needs assessment

- Through an evaluation of student work performed by the Inquiry Team and Academy Teacher Teams in the 2010-2011 school year, there is concrete evidence of a gap between student performance and the academic rigor expected by the Common Core State Standards. Teachers regularly examined student work using rubrics and other assessment tools and compared it to Exemplar math tasks and identified the gap.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Strategies/activities that encompass the needs of identified student subgroups

- Teachers will implement culminating performance tasks in Math, administered to all students in grades K through 8 during the winter and spring.
- The Instructional Cabinet will meet with academies regularly to support teachers in planning and implementing Math tasks.
- In Mathematics, the tasks will engage students in a cognitively demanding activity that requires them to model mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- The tasks will incorporate the Universal Design for Learning (UDL) principles to ensure teachers develop their instruction to meet the needs of a diversity of learners.
- Teachers will utilize DoK aligned rubrics and/or scoring guides to accurately assess the level of student work.
- Unit outlines will incorporate the Understanding by Design (UBD) framework, aligned to CCLS Standards.
- We will introduce Exemplars into our mathematics curriculum.
- All teachers in grades 3-8 will administer, grade and analyze the Math periodic assessments in order to plan for targeted instruction to struggling students.
- All teachers in grades 3-8 will administer a 2 Pen Analysis.
- Teachers in grades 3-6, along with the ELL and SETTS teacher will participate in the network based "Math for All" professional development workshops held 5 times during the year.
- During academy meetings teachers will meet regularly to clarify expectations, develop math vocabulary, and build strategies from grade to grade.
- Teachers will discuss the implications of the Common Core standards and increase rigor and consistency across the grades
- Teachers will use ARIS and data to analyze areas of strengths, trends and areas for improvement
- Our self contained special education, special educational teachers and educational assistants will meet with our Coach, ELL and SETTS teachers to develop effective strategies for differentiating instruction

Staff and other resources used to implement these strategies/activities

- ELL Teacher
- AIS Teacher

- PPT Team
- Classroom Teachers
- Literacy Coach
- SETSS Teacher
- Instructional Cabinet
- Inquiry Team
- Administration

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- School Inquiry
- Network Based Professional Development, including Curriculum Mapping and Common Core State Standards

Timeline for implementation.

- Monthly Academy meetings
- Weekly Grade meetings
- Weekly Inquiry Team meetings
- Acuity Assessments administered in November, January and March
- 2 Pen Math assessment administered in November and March

Strategies to increase parental involvement

- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

PS 121 receive allocations for Federal, State, and Local programs as follows: Tax Levy, Title I, Title IIA, Title III, IDEA and UPK. As a Schoolwide Programs school under Conceptual Consolidation, we are able to co-mingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.

Budget and resources alignment

- TL Fair Student Funding and/or Title 1 Professional Development allocation will be used for teacher coverages for professional development provided by the school and the Network
- Schedule includes common planning time for Pre-K through 2nd grade

- Schedule includes academy planning times across the grades from K-8.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 18 | 10 | N/A | N/A | 0 | 0 | 0 | 0 |
| 1 | 16 | 13 | N/A | N/A | 0 | 0 | 0 | 0 |
| 2 | 12 | 9 | N/A | N/A | 0 | 0 | 0 | 0 |
| 3 | 9 | 8 | N/A | N/A | 0 | 0 | 0 | 0 |
| 4 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 15 | 8 | 0 | 4 | 0 | 0 | 0 | 0 |
| 6 | 7 | 9 | 0 | 5 | 0 | 0 | 3 | 0 |
| 7 | 9 | 6 | 5 | 2 | 0 | 0 | 2 | 0 |
| 8 | 8 | 8 | 4 | 2 | 0 | 0 | 0 | 0 |
| 9 | NA | NA | NA | NA | NA | NA | NA | NA |
| 10 | NA | NA | NA | NA | NA | NA | NA | NA |
| 11 | NA | NA | NA | NA | NA | NA | NA | NA |
| 12 | NA | NA | NA | NA | NA | NA | NA | NA |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|---|--|
| ELA | We provide intervention services to children in grades 4-8 who scored Level 1 or Level 2 on the ELA or are referred by teachers as being “at-risk”. Grade 3 students are targeted based on ECLAS-2 Assessments and teacher observations. Teachers will incorporate a number of research-based intervention programs, including Text Talk and Foundations that will provide students with the tools and strategies to address basic decoding, spelling and fluency skills. Programs utilized will continue to address the comprehension strategies needed to become effective readers. We implement a push-in model to provide these services during the school day, In addition, students at risk of not meeting state standards are mandated to attend the 37.5 minute instructional period Monday through Thursday. |
| Mathematics | We provide intervention services to children in grades 3-8 who have scored Level 1 or Level 2 in State or City standardized tests or have been referred by teachers as being “at-risk”. AIS Teachers provide services during the school day. They also articulate with classroom teachers to coordinate instructional content and discuss progress of individual students. The AIS teacher will also provide professional development to classroom teachers to align the math curriculum with the City and State Performance Standards. An emphasis integrating reading skills in problem solving as well as basic skills will be the focus. We implement a push-in model to provide these services during the school day. In addition, students at risk of not meeting state standards are mandated to attend the 37.5 minute instructional period Monday through Thursday. |
| Science | AIS services are provided by the elementary school cluster teacher and the intermediate school science teacher. The teachers are aware of individual student needs and work to improve those skills on an individualized basis. Further, enrichment opportunities include scientific explorations. |
| Social Studies | Services are provided by classroom teachers to students who have been targeted as at-risk of failing the State Social Studies tests. Teachers are aware of individual student deficiencies and provide supplemental instruction based on the performance standards assessed on the State Exams. |
| At-risk Services provided by the Guidance Counselor | The Guidance Counselor works with students targeted by teachers who are in need of these services. She also counsels at risk children who are having difficulty adjusting to their educational programs and special education children whose IEP’s mandate guidance services. These services take place during the school day. |
| At-risk Services provided by the School Psychologist | The Psychologist provides academic and social support services during the school day to students who have been referred by classroom teachers as in need of intervention. Short term one on one instructional services are provided by the education evaluator, the psychologist provides crisis intervention counseling as needed, and the social worker oversees the educational program of at-risk children. |

| | |
|---|---|
| At-risk Services provided by the Social Worker | The Social Worker provides support services during the school day to students who have been referred by classroom teachers as in need of intervention. Short term one on one services are provided as necessary |
| At-risk Health-related Services | The school nurse provides support services to students at risk of health related problems, including diet and nutrition. Services are provided based on individual student need. |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Chris Groll Neal Opromalla | District 21 | Borough Brooklyn | School Number 121 |
| School Name Nelson A Rockefeller | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|---|---|
| Principal Jayne Perlman | Assistant Principal NA |
| Coach Carolyn Cottrell | Coach NA |
| ESL Teacher Lucille Randazzo | Guidance Counselor Stacy Levine |
| Teacher/Subject Area Antoinette Theoharis Sci/Math | Parent Mary Fiorentino |
| Teacher/Subject Area Diane SchianodiCola/Gr 5 | Parent Coordinator Celia Magrone |
| Related Service Provider Stephanie Cohen | Other type here |
| Network Leader Neal Opromalla | Other type here |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 1 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | 319 | Total Number of ELLs | 45 | ELLs as share of total student population (%) | 14.11% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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. 

1. In order to quickly identify potential ELLs and ensure services are provided within mandated timelines, the ELL teacher is notified of all new admits. Ms. Randazzo, ELL teacher and Ms. Cottrell, Literacy Coach, have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute the Home Language Information Survey to parents/guardians in their native language. We have translators on staff for Spanish (Mr. Soto) Russian (Mrs. Kagan) Urdu (Mrs. Chowdhury) and Italian (Mrs. Giugliano). If parents speak a language that we cannot provide a staff member to translate, we will call the Translation and Interpretation Unit to assist us. Once a child's home language has been identified, the LAB-R is administered by the ESL teacher within 10 days of admission to the school. The results are hand-scored to determine entitlement. The Spanish LAB is administered to those Spanish speaking students that are determined to be entitled. Continued entitlement as an ELL student is based on the NYSESLAT, administered annually to all ELLs. The RLER report is run on ATS the morning of NYSESLAT administration to ensure all students are tested. The speaking test is administered individually to each student. The Listening, Reading and Writing Components are schedule on consecutive days in accordance with the Department of Education's testing calendar.

2. Once entitlement is determined, parents/guardians of ELLs are invited to a Parent Orientation Workshop facilitated by Ms. Randazzo, ESL teacher and Mrs. Magrone, Parent Coordinator. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include an orientation video, as well as brochures, and are available in a variety of native languages. The Orientation Meeting is scheduled within the first five to seven days of a child's enrollment. Parents are notified of the meeting by letter sent home with their child as well as a phone call from the school. If parents/guardians are unable to attend the scheduled Orientation, every effort is made to accommodate them so that they may be made aware of the program choices. The Parent Coordinator, Mrs. Magrone, will schedule appointments with parents at their convenience. If parents cannot watch the video, the ESL teacher will conduct one on one interviews. As a last resort, she will conduct telephone conferences with parents that are unable to come in to the school. Parents that have previously selected TBE programs are notified by telephone and in writing by Ms. Randazzo, ESL teacher, when the program becomes available.

3. In an effort to ensure that entitlement letters and Parent Survey and Program Selection forms are returned, this is closely monitored by Ms. Randazzo, ESL Teacher. Immediately after the Parent Orientation Meeting, the return rate is assessed, with materials redistributed as necessary. Two days later, the return rate is examined again. At this point, Ms. Randazzo, the ELL teacher, or Mrs. Magrone, the Parent Coordinator, will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents. If parents do not return the form or if they return the form and have not selected a program, the default program is Transitional Bilingual. The entitlement letters are maintained in the ESL classroom.

4. Parent choice is honored in the following ways: For parents that select Freestanding ESL, students are placed in the school's program immediately and a Program Placement Letter is sent home. Ms. Randazzo, the ESL teacher, maintains copies of the placement letters. For those that select TBE or Dual Language, parents are given information about other schools that offer the programs (if available). Written materials are provided in native languages. Translation services are provided by staff members identified above as well as the

Translation Unit. Continued Entitlement letters are sent home to all students that are deemed entitled based on the NYSESLAT, with copies maintained by Ms. Randazzo in the ESL classroom.

5 & 6 The school monitors the trend in parent choice by recording the choice of each parent in a database file. The trend in parent choice is used to determine future program offerings. A review of Parent Survey Selection forms for the past three years indicate a 97.6 % preference for ESL, therefore the program offerings at the school are in alignment with the trend in parent choice. The ESL teacher, Ms. Randazzo maintains record of those parents that choose TBE programs and they are notified by telephone and by letter when the program becomes available.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|------|-----|-------------------------------|
| Transitional bilingual education program | Yes● | No* | If yes, indicate language(s): |
| Dual language program | Yes● | No* | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 3 | 3 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | | | | | 15 |
| Total | 3 | 3 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 15 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 44 | Newcomers (ELLs receiving service 0-3 years) | 38 | Special Education | 11 |
| SIFE | 0 | ELLs receiving service 4-6 years | 5 | Long-Term (completed 6 years) | 2 |

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

ELLs by Subgroups

| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
|---------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 38 | 0 | 6 | 5 | 0 | 3 | 2 | 0 | 2 | 45 |
| Total | 38 | 0 | 6 | 5 | 0 | 3 | 2 | 0 | 2 | 45 |

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

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

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 4 | 4 | 2 | 3 | 3 | 3 | 1 | | 2 | | | | | 22 |
| Chinese | 1 | | | | | | | | | | | | | 1 |
| Russian | | | 1 | 2 | 3 | 2 | 3 | | | | | | | 11 |
| Bengali | | | | 1 | | | | | | | | | | 1 |
| Urdu | 1 | | 2 | | 1 | 1 | | | 1 | | | | | 6 |
| Arabic | | 1 | | 1 | | | | | | | | | | 2 |
| Haitian | | | | | | | 1 | | | | | | | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | 1 | | | | | | | | | | | | | 1 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 7 | 5 | 5 | 7 | 7 | 6 | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 45 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The school's licensed ESL teacher provides instruction to English Language Learners through a freestanding ESL program. All eligible students in grades K-8 participate, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores). The primary organizational model is "Push-In" with relatively few "Pull-Out" classes scheduled for Newcomers.

Students are heterogeneously mixed (mixed proficiency levels) and in some instances, grade levels are mixed as well. For example, students in grades K and 1, of mixed proficiency levels, are grouped together.

2. ESL services are provided by Ms. Randazzo, the ESL teacher. Students scoring at the Beginner or Intermediate level receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly as per CR Part 154. The ESL program is aligned with, and supports, the comprehensive core curriculum in both literacy and mathematics. Most classroom teachers have had required training in ESL methodologies and prepare content area lessons with these strategies in mind. Those that have not had the required training are in the process of being trained by the school's ESL Teacher.

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

The ESL Teacher attended QTEL Building the Base and Building the Base II, as well as a series of Professional Development sessions on "Sheltered Instruction for ELLs." Through the New York City ELL Success Incentive Grant, this information was turnkeyed to classroom teachers. New teachers will be offered the opportunity to attend this training as well. Teachers include instructional approaches and methods in their classroom that are designed to make content comprehensible to ELLs while enriching language instruction as well.

The ESL curriculum is supplemented by Pacific Learning's "New Heights" program. New Heights is a tape-assisted reading program that provides students who are struggling readers with an opportunity to practice reading the same text, with audio support, as many times as required to reach fluency. The program is research-based, and studies indicate that when second-language learners are given the

A. Programming and Scheduling Information

opportunity to re-read books with audiotapes, they show substantial growth in their ability to read increasingly difficult books both fluently and accurately. ELL students also use Imagine Learning English. The program incorporates adaptive assessments to provide differentiated instruction to each student—it acts as a one-on-one instructor. The program provides strategic first-language support to instruct students in performing activities and understanding language concepts. Each concept is scaffolded with engaging repetition. In order to ensure students' academic success, Imagine Learning English teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. Students are assessed regularly, including pre and post tests, through the integrated program assessment materials. The program also provides native language support.

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

5. a. The instructional plan for SIFE students is as follows: SIFE students will receive intensive literacy instruction using a research based program such as Wilson. The ESL teacher, Ms. Randazzo is a certified Wilson Teacher. SIFE students will participate in ESL classes, with instruction differentiated by content, process and product, to meet individual student needs.

5. b. Students just arriving into an English Speaking School System are supported in a variety of ways. "Newcomers" are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks. In addition, instruction is scaffolded, as these students require support in order to access the curriculum and meet the New York State Common Core Learning Standards. Scaffolding techniques such as Modeling, Bridging, and Schema Building are incorporated into daily lessons to support ELL students.

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

5. d. Long Term ELLs (students in an ESL Program for more than six years) are provided similar services as the ELLs with 4-6 years. Further, if adequate progress is not made, students are examined on an individual basis by the AIS Team in an attempt to determine if a referral for a special education evaluation is necessary.

6. Special Education ELLs, in addition to their IEP mandated services, are also supported at the school. They are mandated to attend the additional 37.5 minutes of instruction Monday through Thursdays. Teachers also incorporate Universal Design for Learning (UDL), a set of principles that provides a structure to develop instruction to meet the needs of a diversity of learners. UDL is research-based framework that suggests each student learns in a unique manner. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction is customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the NYSCCLS. We also recommend that they attend after school programs, specifically the Title III program. Further, the students are tracked at our Academic Intervention Services meetings on a regular basis.

7 As a "Phase I" school, our ELL~SWD students enjoy a flexible schedule designed to meet their individual needs and provide the least restrictive environment. Program models include Part Time CTT classes and SETSS provided through a Push In model, either one period a day or two, depending on student needs. Some students also work with classroom Paraprofessionals as well. All ELL~SWD have access to the same curriculum as other students in the school, with instruction differentiated to meet the needs of each students.

Courses Taught in Languages Other than English ⓘ

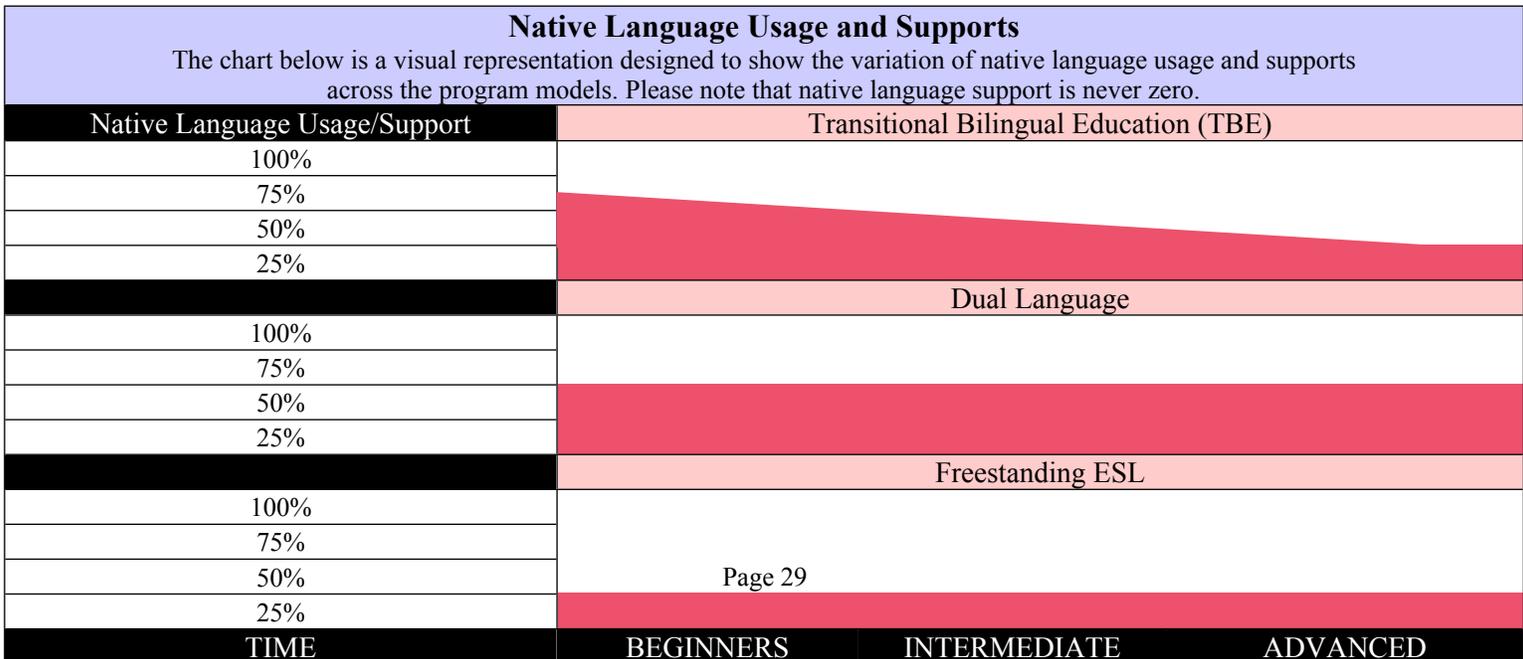
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention services are provided to all students, including ELLs, by an AIS Literacy, AIS Math and an At Risk teacher. These teachers work with small groups of students to develop literacy and math skills using assessment data to determine individual needs. Analysis of NYS ELA and Math data show that ELL students are significantly behind their English speaking peers in ELA and performing just below their English speaking peers in Math. (See data section).

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

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

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

Transitional students also receive test modifications such as extended time and use of glossaries for up to two years after they are no longer entitled.

10. For this school year, we are offering most of our students ESL services through a "Push-In" model. By providing services directly in the classroom, we hope to support our students through small group, differentiated instruction and a lower Student-Teacher ratio.

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

12. ELLs are afforded equal access to all school programs. Students are heterogeneously mixed across all grade levels. The school follows New York City's core curriculum for all students, including ELL's. We currently have a partnership with LEAP and MOMA (Arts Education) as well as the New York City Ballet. ELL students participate in these programs. Further, all ELLs in grades 1-8 are offered an after school program through Title III. The goal of the Title III program is to improve the literacy and math skills of our ELL students. The school also offers Enrichment Clusters and Lunchtime Clubs. Parents are notified of these opportunities, with written notices translated into high incidence languages. Identified staff members (see section 1) also call parents. ELL students are a part of our regular school population, therefore they are represented in all school programs.

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

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Newcomer students use Pacific Learning's New Heights Program, a literacy based program that offers books on tape to support literacy. Newcomers also use Imagine Learning English, a computer based literacy program. The program has built in Native language support. In addition classroom libraries have a selection of Spanish children's literature.

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E. Parental Involvement

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

1. Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer a series of supportive and informative workshops. These workshops are planned based on the needs of parents and are designed to assist parents and enable them to be effective partners at home. We distribute interest surveys at the start of each school year and use that information to plan activities. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. We have also set up a Lending Library, with materials in various languages, to serve as a resource for parents. We make use of the Translation Unit for translation services as well. In addition, several staff members assist in translating for parents - Mr. Soto (Spanish), and Ms. Kagan (Russian), Ms. Chowdhury (Bengali and Urdu), Ms. Giugliano (Italian).

2. We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. Some partner agencies are Heartshare, Sandwiches for the Homeless and Penny Harvest.

3. We evaluate the needs of the parents in several ways. Our parent Coordinator is in direct contact with many families and assists us in determining the needs of our ELL families. In addition, translation services as noted above are available.

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

C. Schools with Dual Language Programs

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

NOT APPLICABLE

D. Professional Development and Support for School Staff

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

1. Professional development, for the ESL Teacher as well as all classroom teachers, continues to be a focus for the school. School leaders have developed a profession development plan for the ESL teacher that includes extensive PD on the school's new Literacy program, Journeys. The ESL teacher has also completed QTEL Professional Development, including Building the Base and Building the Base 2, and regularly implements its theories at the school. She also attended Catherine Brown's Sheltered Instruction for ELLs, offered by our CFN. The ESL Teacher, Ms Randazzo, will attend the following Professional Development Sessions:

Literacy for ELL Students (November 2011)

Math For ALL (Series of 5 sessions , October, 2011 through February 2012)

Distinguishing Between Language Acquisition Problems and Learning Disabilities (November, 2011)

Journeys (Ongoing throughout the school year)

2. ALL staff members (common branch teachers, subject area teachers, paraprofessionals, guidance, special education teachers, psychologist, occupational therapist, physical therapist, speech teachers, secretaries and the parent coordinator) regularly participate in ELL training throughout the school year. Training opportunities include regularly scheduled academy meetings and other professional development days (Election Day, Brooklyn Day). Topics will include Scaffolding for ELLs, Sheltered Instruction, Assessment for ELLs, and Math For ALL. Further, we support our staff in assisting ELLs as they transition from one school level to another in the following way: Teachers of grades 5 and 8 attend professional development on the Common Core Standards for all content areas for middle school and high school. They expose students to the skills they will be expected to learn in middle school and high school. The school also hosts a

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3. New teachers are provided with the required 7.5 hours of ELL professional development (10 hours for Special Education Teachers). Topics include the Stages of Language Acquisition, Using Sheltered English in the Classroom, Building Background Knowledge for ELL students, and Assisting the Newcomer. Each teacher maintains their records, with copies in the main office.

E. Parental Involvement

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

1. Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer a series of supportive and informative workshops. These workshops are planned based on the needs of parents and are designed to assist parents and enable them to be effective partners at home. We distribute interest surveys at the start of each school year and use that information to plan activities. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. We have also set up a Lending Library, with materials in various languages, to serve as a resource for parents. We make use of the Translation Unit for translation services as well. In addition, several staff members assist in translating for parents - Mr. Soto (Spanish), and Ms. Kagan (Russian), Ms. Chowdhury (Bengali and Urdu), Ms. Giugliano (Italian).

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3. We evaluate the needs of the parents in several ways. Our parent Coordinator is in direct contact with many families and assists us in determining the needs of our ELL families. In addition, translation services as noted above are available.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 5 | 2 | 2 | 3 | 2 | 1 | 2 | | 1 | | | | | 18 |
| Intermediate(I) | | 3 | | 3 | 1 | 3 | 2 | | 2 | | | | | 14 |
| Advanced (A) | 2 | | 3 | 1 | 4 | 2 | 1 | | | | | | | 13 |
| Total | 7 | 5 | 5 | 7 | 7 | 6 | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 45 |

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses ECLAS-2 to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their english speaking peers in most literacy strands. We also use TC Reading levels to asses independent reading levels for all of our students. Currently, 28% of our ELL students are reading on grade level independently. As a result, we have put in place several programs that seek to close that gap. For example, our teachers implement phonics and phonemic awareness activities into their daily literacy blocks. They also provide ELLs with differentiated, small group instruction based on their individual needs.

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.

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

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | 3 | | | | 3 |
| 8 | | | | | 2 | | | | 2 |
| 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 | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|---------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses ECLAS-2 to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their english speaking peers in most literacy strands. We also use TC Reading levels to asses independent reading levels for all of our students. Currently, 28% of our ELL students are reading on grade level independently. As a result, we have put in place several programs that seek to close that gap. For example, our teachers implement phonics and phonemic awareness activities into their daily literacy blocks. They also provide ELLs with differentiated, small group instruction based on their individual needs.

2. 2011 NYSESLAT results show that 28% of our students scored in the Advanced category. There are a significant number of Beginner students due to higher enrolment of new immigrants. Students generally enter the ELL program by scoring in the Beginner category on the LAB-R.. A further breakdown of those results by skill indicate that ELLs scored lower in the Reading/Writing subtests than the Listening/Speaking subtests, with the middle school students also demonstrating weakness in the Reading subtest.

3. The school's Instructional Cabinet (The Principal, Mrs. Perlman, the Literacy Coach, Ms. Cottrell, the ESL Teacher Ms Randazzo) tailor the schools instructional program to meet the needs of all of our students including ELLs. Our instructional programs incorporate activities that are designed to support ELLs in developing their literacy skills across all grades and all modalities (Listening, speaking reading and writing). These programs include phonics and phonemic awareness activities as well as Imagine Learning English, a computer based program that individualizes instruction and provides native language support to students as well. We also offer all of our students access to a curriculum that is aligned with the New York State Common Core Learning Standards. Our students are exposed to content area instruction

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.

Part VI: LAP Assurances

| School Name: PS 121 Nelson A Rockefeller | | School DBN: 21K121 | |
|---|------------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Jayne Perlman | Principal | | 10/14/11 |
| NA | Assistant Principal | | |
| Celia Magrone | Parent Coordinator | | 10/14/11 |
| Lucille Randazzo | ESL Teacher | | 10/14/11 |
| Mary Fiorentino | Parent | | 10/14/11 |
| Diane SchianodiCola | Teacher/Subject Area | | 10/14/11 |
| Antoinette Theoharis/Sci Math | Teacher/Subject Area | | 10/14/11 |
| Carolyn Cottrell | Coach | | 10/14/11 |
| NA | Coach | | |
| Stacy Levine | Guidance Counselor | | 10/14/11 |
| Neal Opromalla | Network Leader | | 10/14/11 |
| Stephanie Cohen | Other <u>Related Service</u> | | 10/14/11 |
| | Other | | |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K121 **School Name:** PS 121 Nelson A Rockefeller

Cluster: 04 **Network:** CFN 409

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

Part A: Needs Assessment Findings

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

The Parent Coordinator and the ESL teacher work together to determine the languages represented at our school. We look at a variety of ATS reports, including HLIS, a report that indicates the OTELE codes of children in the school. We also look at the preferred communication languages parents indicate on the Blue Emergency cards (and subsequently entered into ATS).

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.

Through an analysis of the data, we determined that there are seven different language groups represented at the school. Our high incidence languages are Spanish, Russian and Urdu. These findings were reported to the school community in the following ways:

- At a Faculty Conference for all staff members
- At the September School Leadership Team Meeting
- At the September PTA Meeting

Part B: Strategies and Activities

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

All notices are sent home in Spanish as well as other high incidence languages. Spanish represents the majority of parents requesting to be communicated with in a language other than English. Our Middle School Spanish Teacher, Mr. Soto, translates all written notices into Spanish. We use the Department of Education's Translation Unit to assist us in translating written notices, as well as Google Translator.

Report cards are translated and are sent home to parents in the appropriate languages.

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.

Oral translation services include:

*Spanish - Provided by our Spanish Teacher, Mr. Soto, our First Grade Teacher, Mrs. Figueroa, and our Paraprofessional, Mrs. Puello. Further, our School Psychologist, Ms. Ortiz, and our School Social Worker, Ms. Alayon, provide translation services as well.

*Urdu and Bengali - Provided by our Paraprofessional, Mrs. Chowdhury

*Russian - Provided by our First Grade Teacher, Mrs. Kagan

We provide oral translation services at PTA meetings, Parent Teacher Conferences and other events of importance to parents.

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

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

- At the beginning of each school year and as part of the admission process for new arrivals, the school will determine the oral and written language preferences for the parent or guardian of each student in the school and determine the language needs of the school population.
- The school will provide the parent of each student in the school written notification of their rights regarding translation and interpretation services, and instructions on how to obtain those services. This notices is available in 9 covered languages and is provided by the Department of Education.
- The school will post in a conspicuous location near the primary entrance a sign in each of the covered languages indicating where a

copy of the written notification can be obtained.

- The school safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching the school's administrative offices solely due to language barriers
- Parents will be notified of the Department's website where information in each covered language concerning the rights of parents to translation and interpretation services and how to access such services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|---------------------------------------|
| Name of School: <u>PS 121</u> | DBN: <u>21K121</u> |
| Cluster Leader: <u>Chris Groll</u> | Network Leader: <u>Neal Opromalla</u> |
| This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of ELLs to be served: <u>45</u> Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

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

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

A review of standardized test scores, including the New York State ELA, Math and Science exams, demonstrate that ELL students are scoring far below their English speaking peers in ELA as well as the content areas. NYSESLAT results demonstrate reading and writing as areas of need.

Based on student need, PS 121 will offer an after school supplemental enrichment program for ELL students in grades K-8. The students will meet weekly, after school, for a ninety minute session, from 3:05PM to 4:35PM, from approximately December 15, 2011 through May 15, 2012. The program's focus will be supplemental math, literacy and science instruction. Mathematics materials will include "Approach and Connect." Science materials will include Kaplan Science. Literacy materials will include Imagine Learning English (ILE), a scientifically research based technology program, with each student interacting with the program through the use of a laptop computer and headphones. The program is specifically designed to improve the literacy skills of ELL students. ILE uses adaptive assessments to provide differentiated instruction to each student - it acts as a one on one instructor. The program provides strategic native language support to instruct students in performing activities and understanding language concepts. Each concept is scaffolded with engaging repetition. In order to ensure academic success, ILE teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. Students will be assessed regularly, including pre and post tests through integrated assessments.

Students will also engage in activities designed to improve performance on the NYSESLAT, including "Getting Ready for the NYSESLAT and Beyond."

Subgroups and grade levels to be served

All students in grades K-8 will be served, with instruction targeted to the needs of the students

Schedule and duration

The program will run from December 12, 2011 through May 15, 2012, from 3:05PM to 4:35PM

Grades K through 2 will meet on Mondays and be served by two teachers.

Grades 3 through 8 will meet on Tuesdays and will be served by one teacher.

Part B: Direct Instruction Supplemental Program Information

Language of Instruction

All instruction will be in English

Number and types of certified teachers

The program will be supported by two teachers - Ms. Randazzo, ESL Teacher and Ms. Cottrell, Technology Teacher

Types of materials

Imagine Learning English software program
Wright Group Early Literacy Program

Part C: Professional Development

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

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

Begin description here:

Rationale

Well-planned, ongoing professional development sessions will support language development for all students. Professional development will be targeted to meet the needs of the teachers and students. In an effort to maximize resources and maximize personnel exposed to learning experiences designed to improve teaching and learning for all ELLs, ELL professional development sessions will be part of the school's regularly scheduled program.

Teachers to be trained

The ESL Teacher, Ms. Randazzo

Technology Teacher, Ms. Cottrell

Classroom Teachers

Content area teachers

Schedule and duration

Professional development sessions will be scheduled in November 2011, February 2012 and March 2012

Part C: Professional Development

Topics to be covered

- New York State Common Core Learning Standards
- ESL Methodologies
- Integrating ESL strategies into Content Area instruction
- Data Driven Instruction
- Imagine Learning English

Name of provider

Imagine Learning English

NYC Department of Education

CFN 409

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale

Parent Involvement initiatives will be targeted to meet the needs of the parents as well as support the program

Schedule and Duration

Parent Involvement will be scheduled in January, 2012, March, 2012, and May 2012

Topics to be covered

Name of provider

School Social Worker - Ann Gorman

Part D: Parental Engagement Activities

Parent Coordinator - Celia Magrone

ESL Teacher - Lucille Randazzo

Literacy Coach - Carolyn Cottrell

How parents will be notified of these activities

Parents will be notified in the following ways:

- Flyers sent home translated into high incidence languages
- Follow-up telephone calls

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Other | | |
| TOTAL | | |