



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____PS 122 MAMIE FAY_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____30Q122_____

PRINCIPAL: _____PAMELA SABEL_____ **EMAIL:** _____PSABEL@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____PHILIP COMPOSTO_____

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
Pamela Sabel	*Principal or Designee	
Kathleen Weinman	*UFT Chapter Leader or Designee	
Claudia Lieto-McKenna	*PA/PTA President or Designated Co-President- Parent - 2 nd Grade	
Anna Aprea	Member/ Assistant Principal	
Alba Carlucci	Member/Assistant Principal	
James Hartofilis	Member/Teacher – 3 rd Grade	
Alfonzina Alaimo-Lloyd	Member/Teacher – 4 th Grade	
Jaimie Victorio	Member/Teacher - Kindergarten	
Pranav Mehta	Member/Parent – 1 st & 3 rd Grade	
Erik Baker	Member/Parent – 5 th Grade	
Julie Dattwyler	Member/Parent – 3 rd Grade	
Jeffrey Groner	Member/Parent – 3 rd Grade	
Sean Williams	Member/Parent - Kindergarten	
Effie Spiratos	Member/Parent – 2 nd & 5 th Grade	

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

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

By June 2012, 75% of the students performing at levels 1 and 2 will demonstrate progress towards achieving state standards as measured by a 5% increase on the scaled scores on the 2012 NYS ELA assessment.

Comprehensive needs assessment

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

A review of the 2011 NYS ELA exam indicated that while our students had made progress school-wide, various student groups (primarily students with disabilities) scoring at Performance Levels 1 and 2 need support in closing the achievement gap. Periodic assessments, running records, and other local assessments indicated specific areas of weakness in ELA for these student groups.

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
Collaborative grade level planning sessions and inquiry teams will meet weekly to develop benchmark levels of proficiency, analyze data to identify student progress, patterns and trends. Teachers will identify at-risk students and provide Tier 1 and Tier 2 interventions (i.e. small group and one-on-one instruction) in conjunction with intervention specialists, SETSS providers, and other school personnel and trained individuals. Inquiry teams will analyze formative data and student portfolios for target populations to monitor progress at least quarterly (November, January, April), recommend instructional strategies or additional interventions around differentiated instruction. Inter-visitations will provide opportunities to share best practices. Differentiated professional development, such as mentoring, observations, walk-throughs, participation in workshops, conferences, webinars, and study groups, will be provided to strengthen instruction in pedagogy, content areas, and the use of technology to improve student learning. Parent outreach will promote increased home-school partnerships to improve student achievement.
 - b) staff and other resources used to implement these strategies/activities,
As a school community, Administration, the math coach/staff developer and personnel with advanced training in their content areas will provide professional development days in September, November, and June, as well as during weekly collaborative planning periods, and in-house and after-school workshops. Additional professional development sessions are planned and facilitated to meet specific needs (i.e. *Foundations*, use of SMARTboard for instruction) identified during inquiry, conferences, and other activities. One SETSS provider is a certified Wilson trainer and provides in-house professional development. Teacher teams and personnel attend workshops and courses through DOE, CFN, university affiliates, residencies, and other resources, in content areas, differentiated instruction, English language acquisition, the use of technology as an instructional tool, Ramapo for understanding student needs, Rtl, etc. and facilitate in-house training. Administration and teacher teams will visit classrooms to observe and provide effective feedback.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teachers will review student progress based on the triangulation of data using Children's Progress, Periodic Assessments, Running Records, established rubrics, teacher generated exams, student portfolios and research projects. Teachers will set goals based on these decisions and establish intervention plans for at-risk students. Teachers and teacher teams analyze academic assessments during collaborative planning sessions to evaluate the effectiveness of strategies and activities. Forward planning incorporates these outcomes and recommendations. Teachers in consultation with administration and intervention specialists plan continued or alternative strategies at four-six week intervals, or more frequently as needed.

d) Timeline for implementation.

In September, teachers identify students performing at Levels 1 and 2 in ELA. Tier 1 and Tier 2 interventions are provided through small group and one-on-one tutoring, Wilson, *Foundations* and *Foundations Double Dose*, *Great Leaps*, etc. A review of student progress is conducted in four-six week intervals with adjustments or referral for evaluation, as needed. Parents are informed of student needs and interventions upon initiation of interventions and at the end of each intervention cycle and quarterly (November, February, and May).

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Parents were introduced to the transition to Common Core Learning Standards during workshops and meetings last year. This year, we continue this process through parent workshops facilitated by Parent Coordinator, Math Coach, ESL Coordinator, IEP teacher and SETSS providers, and administration. Parents are invited to participate in school-wide events, such as Parent Teacher Conferences, Family Fun Night for parent-child activities around math and literacy games. Parent workshops are provided during the day and evening on the following topics: curriculum, assessments (i.e. ARIS, ACUITY, Children's Progress, City State, and Federal standards and exams), technology, English language acquisition for adults, community resources, etc. Translation services are provided during Parent Teacher Conferences and many school meetings, workshops, and events. School letters, notices, and flyers to inform families of ways to understand and help their children are sent at least monthly in English and native languages as well as distributed through email and posted on the school website and e-board. The PTA newsletter, *News and Views*, is published and distributed to all families and constituencies quarterly to inform the school community of programs, activities, introduce personnel and supports, and offer helpful suggestions to support their children in learning.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
We use our relationships with Teachers College, St. John's University, Queens College, City University to recruit Highly Qualified teachers for teachers of General Education, Special Education, English Language Learners, and teachers in middle and secondary school content areas. When there is a need to fill a position, we review documentation through resources such as New Teacher Finder and seek out candidates who have credentials indicating they are Highly Qualified for an interview and a demonstration lesson. The administration, math coach, literacy specialists, and teachers, who have demonstrated effectiveness in advancing student learning, model instructional practices and mentor and coach new teachers and those who need support to improve pedagogy. We provide differentiated professional development by DOE, CFN, Teachers College, Hunter College, Little Orchestra Society, and other affiliated organizations, as well as webinars, PD360, and in-house training. Teacher teams attend workshop and training sessions in Response to Intervention (RtI) and turnkey their learning. Teachers training in such areas as the use of SMARTboard and *Safari Montage (video resources for vocabulary/concept development)* and conduct in-house workshops for colleagues.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
To help us achieve this goal, we incorporate several programs and organizations to increase collaboration among school staff. Universal Pre-K program supports parent involvement and helps students develop oral language abilities, emergent literacy skills and early mathematics concepts. The social worker affiliated with our Universal Pre-K program facilitates monthly parent meetings on a variety of topics, including how to help their children develop language skills and strengthen home-school partnership in improving student learning. Our SAPIS personnel support our violence prevention program and bully intervention program to help students in academic success. Title IIB grants allow teams of teachers to improve content understanding and align instruction to Common Core Learning Standards across the grades. Title III funding is used for afterschool programs for improving student learning. It enables us to increase parent

involvement in increasing student learning through workshop series in curriculum, community resources, technology, health and nutrition, violence prevention. Our affiliation with HANAC provides counseling to support students and their families to improve student achievement. Grants from CBOs (i.e. Little Orchestra Society, Arts Partners, Donors Choose) provide residencies, trips, materials, etc. to help our students expand vocabulary; develop global understanding through hands-on experiences & enrichment.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (FSF) support:

- ✓ School personnel in administration, math coach, teachers, paraprofessionals
- ✓ Used for per diem and per session supporting professional development
- ✓ Web-based professional development licenses such as PD360, and materials to support instruction and related activities.

Title IIB provides:

- ✓ professional development in Math, Science, and other content areas
- ✓ Title III provides funding:
 - ✓ for afterschool activities for students and families
 - ✓ materials, per session and per diem costs, and translation services

DOE and CFN support provides financial allocations and professional development opportunities.

Grants from CBOs (i.e. Little Orchestra Society, Arts Partners, Donors Choose) provide:

- ✓ Residencies, trips, materials, etc. to help our students expand vocabulary; develop global understanding through hands-on experiences & enrichment.

PS 122 PTA supports many activities to help us achieve this goal.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

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

By June 2012, 80% of students in grades 6-8 performing at levels 3 and 4 will demonstrate progress towards achieving state standards as measured by a 2% increase on the scaled scores on the 2012 NYS math assessment.

Comprehensive needs assessment

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

A review of the 2011 NYS math indicated that the percentage of students at level 3 or 4 was 82.9% school-wide. However, analysis of the scores for those students in comparison to peer schools indicated a need to increase progress in this population.

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:

- a) strategies/activities that encompass the needs of identified student subgroups,

Collaborative grade level planning sessions and inquiry teams will meet weekly to develop benchmark levels of proficiency, analyze data to identify student progress, patterns and trends in math. Inquiry teams will analyze formative data and student portfolios for target populations to monitor progress at least quarterly (November, January, April), and recommend instructional strategies for appropriately challenging tasks around differentiated instruction. Inter-visitations will provide opportunities to share best practices. Differentiated professional development, such as mentoring, observations, walk-throughs, participation in workshops, conferences, webinars, and study groups, will be provided to strengthen instruction in pedagogy, content areas, and the use of technology to improve student learning. In grade 6-8, one additional instructional period will be scheduled for all classes, with classes in grade 6 receiving one period of instruction provided by the Math Coach for problem-solving and higher order strategies. Students will be encouraged and supported to participate in school-based, national and international contests and affiliations. Parent outreach will promote increased home-school partnerships to improve student achievement.

- b) staff and other resources used to implement these strategies/activities,

As a school community, the math coach/staff developer and personnel with advanced training in their content areas will provide professional development days in September, November, and June, as well as during weekly collaborative planning periods, and in-house and after-school workshops. Additional professional development sessions are planned and facilitated to meet specific needs (i.e. use of SMARTboard, games, or manipulative materials for instruction) identified during inquiry, conferences, and other activities. Teacher teams and personnel attend workshops and courses through DOE, CFN, university affiliates, residencies, and other resources, in content areas, differentiated instruction, English language acquisition, the use of technology as an instructional tool, Ramapo for understanding student needs, RtI, etc. and facilitate in-house training. Administration and teacher teams will visit classrooms to observe and provide effective feedback. Students attending the afterschool program funded through Sports and Arts in School Foundation will participate in activities to enhance math concepts and understanding.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers will review student progress based on the triangulation of data using Children's Progress, Periodic Assessments, established rubrics, teacher generated exams, student portfolios and/or research projects. Teachers will set goals based on these decisions and establish enrichment plans for students performing at levels 3 or 4. Teachers and teacher teams analyze academic assessments during collaborative planning sessions to evaluate the effectiveness of strategies and activities. Forward planning incorporates these outcomes and recommendations. Teachers in consultation with administration and math specialists plan continued or alternative strategies at four week intervals.

d) Timeline for implementation.

In September, teachers identify students performing at Levels 3 or 4 in Math. Teachers and teacher teams analyze data to determine patterns or trends and areas of weakness and plan appropriate activities to address these needs. Ongoing assessment is based on student work, journaling, exams and projects. After four weeks, teachers will analyze student progress based on triangulation of data including Periodic Assessments. Student progress will be reviewed quarterly (November, February, and May).

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Parents were introduced to the transition to Common Core Learning Standards during workshops and meetings last year. This year, we continue this process through parent workshops facilitated by Parent Coordinator, Math Coach, ESL Coordinator, IEP teacher and SETSS providers, and administration. Parents are invited to participate in school-wide events, such as Parent Teacher Conferences, Family Fun Night for parent-child activities around math and literacy games. Parent workshops are provided during the day and evening on the following topics: curriculum, assessments (i.e. ARIS, ACUITY, Children's Progress, City State, and Federal standards and exams), technology, English language acquisition for adults, community resources, etc. Translation services are provided during Parent Teacher Conferences and many school meetings, workshops, and events. School letters, notices, and flyers to inform families of ways to understand and help their children are sent at least monthly in English and native languages as well as distributed through email and posted on the school website and e-board. The PTA newsletter, *News and Views*, is published and distributed to all families and constituencies quarterly to inform the school community of programs, activities, introduce personnel and supports, and offer helpful suggestions to support their children in learning.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
We use our relationships with Teachers College, St. John's University, Queens College, City University to recruit Highly Qualified teachers for teachers of General Education, Special Education, English Language Learners, and teachers in middle and secondary school content areas. When there is a need to fill a position, we review documentation through resources such as New Teacher Finder and seek out candidates who have credentials indicating they are Highly Qualified for an interview and a demonstration lesson. The administration, math coach, and teachers, who have demonstrated effectiveness in advancing student learning, model instructional practices and mentor and coach new teachers and those who need support to improve pedagogy. We provide differentiated professional development by DOE, CFN, Teachers College, Hunter College, and other affiliated organizations, as well as webinars, PD360, and in-house training. Teacher teams attend workshop and training sessions in collaboration with Hunter College, STEM, and turnkey their learning. Teachers training in such areas as the use of SMARTboard, Math Tools, and *Safari Montage (video resources for math concept development)* and conduct in-house workshops for colleagues.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
To help us achieve this goal, we incorporate several programs and organizations to increase collaboration among school staff. Universal Pre-K program supports parent involvement and helps students develop oral language abilities and early mathematics concepts. The social worker affiliated with our Universal Pre-K program facilitates monthly parent meetings on a variety of topics, including how to help their children develop language and math skills and strengthen home-school partnership in improving student learning. Our SAPIS personnel support our violence prevention program and bully intervention program to help students in academic success. Title IIB grants in collaboration with Hunter College allow teams of teachers to improve content understanding and align

instruction to Common Core Learning Standards across the grades. Title III funding is used for afterschool programs for improving student learning through math content vocabulary and skills. It enables us to increase parent involvement in increasing student learning through workshop series in curriculum, community resources, technology, health and nutrition, violence prevention. Our affiliation with HANAC provides counseling to support students and their families to improve student achievement. Grants from CBOs (i.e. Little Orchestra Society, Arts Partners, Donors Choose) provide residencies, trips, materials, etc. to help our students expand vocabulary; develop global understanding through hands-on experiences & enrichment.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (FSF) support:

- ✓ School personnel in administration, math coach, teachers, paraprofessionals
- ✓ Used for per diem and per session supporting professional development
- ✓ Web-based professional development licenses such as PD360, and materials to support instruction and related activities.

Title IIB provides:

- ✓ professional development in Math, Science, and other content areas

Title III provides funding:

- ✓ for afterschool activities for students and families
- ✓ materials, per session and per diem costs, and translation services

DOE and CFN support provides financial allocations and professional development opportunities.

Grants from CBOs (i.e. Little Orchestra Society, Arts Partners, Donors Choose) provide:

- ✓ Residencies, trips, materials, etc. to help our students expand vocabulary; develop global understanding through hands-on experiences & enrichment.

PS 122 PTA supports many activities to help us achieve this goal.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

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

By June 2012, there will be an increase in the score on the 2012 Learning Environment Survey to at least 7.0 with an emphasis on Communication and Engagement.

Comprehensive needs assessment

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

Based on the NYC School Survey 2010-2011, the overall score was "B" with a score of Communication of 6.7 and 7.2 in Engagement. We have discovered the need for increased opportunities for school personnel to meet in teams to align curriculum, assessment, and instruction within and across grade levels, and to share best practices for improved instruction and student learning. We have discovered the need to improve communication between students and teachers, between teachers and administrators, and between the home and the school. We have discovered the need to improve awareness among the various constituents of programs, activities, and information available throughout the school.

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:

- a) strategies/activities that encompass the needs of identified student subgroups,

In order to increase opportunities for school personnel to meet in teams to align curriculum, assessment, and instruction within and across grade levels, we have scheduled weekly common planning periods for each grade, for departments, for teachers of students with disabilities, and for teachers of students in gifted programs. We have scheduled additional periods for team meetings during the week to allow flexible grouping of school personnel across grades and disciplines to meet for inquiry, planning, and professional development. We encourage school administration and personnel to participate in professional development activities by DOE, CFN support, webinars, inter-visitations, mentoring partnerships, grants, and school-based conferences, such as grade- and faculty conferences, pre- and post- observation conferences. As a school community, we have been working on developing the English language arts curriculum by focusing on the Common Core Learning Standards in teams in each grade and in each discipline. We have created opportunities for teachers to plan and facilitate workshops in classroom management, curricular initiatives, content areas, strategies and best practices, the use of technology, and interventions for improved student achievement and behavior across the school community. In keeping with NYC Citywide Instructional Initiatives, we have increased the number of class coaching visitations by administration and other staff for more frequent and effective feedback to teachers. Students in grades 6-8 have the opportunity to improve engagement through a weekly Club period in an area of choice and also through an introduction of a NYC pilot program, *Overcoming Obstacles*, in addition to service, health, and environmental projects. We have developed an extensive afterschool program to provide students in grades 6-8 greater opportunities to participate in activities they indicate an interest in exploring and improving communication with students and staff beyond their own class and instructional schedule. We have dedicated bulletin board displays, included articles in *News and Views*, created PowerPoint slideshows, and invited diverse student populations to interact and share activities to increase awareness of school activities and increase interaction throughout the school community.

- b) staff and other resources used to implement these strategies/activities,

As a school community, administration, the math coach and personnel with advanced training in their content areas provide support during professional development days in September, November, and June, as well as during weekly collaborative planning periods, as well as in-house and after-school workshops. Additional professional development sessions are planned and facilitated to meet specific needs (i.e. *Foundations*, use of SMARTboard for instruction) identified during inquiry, conferences, and other activities.

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

Teacher teams analyze academic assessments during collaborative planning sessions to evaluate the effectiveness of strategies and activities. Forward planning incorporates these outcomes and recommendations. A student survey designed by the teacher team for the afterschool program in grades 6-8

will be conducted at the beginning of the program and repeated at the end of the first four-week cycle to determine effectiveness toward meeting this goal. Adjustments will be made for subsequent four-week cycles of the program based on teacher assessment which includes the survey results. Other teacher teams will review data of student progress and design instruction for next steps during weekly collaborative planning sessions and other team meetings.

d) Timeline for implementation.

Last May, we began planning as a school community to align curriculum to Common Core Learning Standards as a grade or a department. Each grade and department meets weekly to plan units of study, evaluate effectiveness of instruction and assessment, and to refine instructional strategies together. Notes maintained are reviewed by administration monthly with timely feedback to each planning group. Personnel in grades K-2 evaluate student progress together in teams quarterly, as measured by Running Records, Children's Progress, and ECLAS for students identified "at risk." Professional Development training and workshops began in September and will continue throughout the year. Teachers participating in these activities turn-key information during team meetings.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents were introduced to the transition to Common Core Learning Standards during workshops and meetings last year. This year, we continue this process through parent workshops facilitated by Parent Coordinator, Math Coach, ESL Coordinator, IEP teacher and SETSS providers, and administration. Parents are invited to participate in school-wide events, such as class-based celebrations, publishing parties, arts/music/dance celebrations, regularly scheduled PTA meetings, Parent Teacher Conferences, Family Night, and PTA sponsored events, Parent workshops are provided during the day and evening on the following topics: curriculum, health and nutrition, assessments (i.e. ARIS, ACUITY, Children's Progress, City State, and Federal standards and exams), the Arts, technology, English language acquisition for adults, community resources, safety, middle school and high school application process, etc. Translation services are provided during Parent Teacher Conferences and many school meetings, workshops, and events. Letters, notices, and flyers are sent home in English and native languages. The PTA newsletter, *News and Views*, is published and distributed to all families and constituencies quarterly to inform the school community of programs, activities, introduce personnel and supports. Parents serve on school committees, such as Title I and Middle School Committees. We subscribe to *Global Connect*, an automated telephone announcement system to inform families of student absences and/or tardiness, notification of school events, and providing important and timely information to the home. Arts programs include a parent component that offers families opportunities to take advantage of affiliations and partnerships (i.e. *Cool Culture* provides tickets for free admission to museums, etc.).

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We use our relationships with Teachers College, St. John's University, Queens College, City University to recruit Highly Qualified teachers for teachers of General Education, Special Education, English Language Learners, and teachers in middle and secondary school content areas. When there is a need to fill a position, we review documentation through resources such as New Teacher Finder and seek out candidates who have credentials indicating they are Highly Qualified for an interview and a demonstration lesson. The math coach, literacy specialists, and teachers, who have demonstrated effectiveness in advancing student learning, model instructional practices and mentor and coach new teachers and those who need support to improve pedagogy. We provide differentiated professional development by DOE, CFN, Teachers College, Hunter College, Teachers and Writers Collaborative, Little Orchestra Society, and other affiliated organizations, as well as webinars, PD360, and in-house training.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

To help us achieve this goal, we incorporate several programs and organizations to increase collaboration among school staff and student and family engagement in school. Universal Pre-K program support parent involvement and helps students develop oral language abilities, emergent literacy skills and early mathematics concepts. The social worker affiliated with our Universal Pre-K program facilitates monthly parent meetings on a variety of topics. Our SAPIS personnel support our violence prevention program and bully intervention program. Title IIB grants allow teams of teachers to improve content understanding and align instruction to Common Core Learning Standards across the grades. Title III funding enables us to increase parent involvement in increasing student learning through workshop series in curriculum, community resources, technology, health and nutrition, violence prevention. Our affiliation with HANAC provides counseling to support students and their families to improve student achievement. Through our affiliation with Sports and Arts in Schools Foundation, OST, we received a generous grant for after school programs to encourage student engagement and academic enrichment across grades and content areas.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We use Fair Student Funding (Tax Levy) to provide for:

- ✓ Personnel, including the math coach, parent coordinator, per session and per diem substitutes to participate in in-house and outside Professional Development.

Title IIB and other grants provide funding for:

- ✓ Professional development in science and math content in collaboration with Hunter College, Project Citizen, and Teaching American History.

Title III grants provide:

- ✓ Funding for translation services and for parents to participate in workshops for English language acquisition and for support in helping their children achieve academic proficiency.

The PS 122 PTA provides funds for:

- ✓ Arts programs, including those which increase family involvement.

Through our affiliation with Sports and Arts in Schools Foundation, OST, we received a generous grant for:

- ✓ After school programs to encourage student engagement and academic enrichment across grades and content areas.

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	20	8	N/A	N/A	4	7	1	4
1	25	10	N/A	N/A	5	0	1	6
2	30	10	N/A	N/A	6	0	0	8
3	25	25	N/A	N/A	7	2	1	4
4	41	47	10	10	8	0	1	1
5	42	31	15	10	18	0	0	1
6	There are no students in this grade performing at Levels 1 or 2				2			1
7	There are no students in this grade performing at Levels 1 or 2				2			
8	There are no students in this grade performing at Levels 1 or 2				1			
9	NOT APPLICABLE							
10	NOT APPLICABLE							
11	NOT APPLICABLE							
12	NOT APPLICABLE							

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	Balanced Literacy is used with differentiated instruction, guided reading groups, strategy lessons in small groups, and one-to-one conferring during the school day. <i>Wilson, Foundations Double-Dose, and Recipe for Reading, Words Their Way</i> research-based programs are used for phonemic awareness and decoding to promote improved comprehension in small group, one-to-one tutoring during the school day. <i>Great Leaps</i> is provided by the classroom teacher and trained personnel in one-to-one tutoring during the day. <i>Leapfrog</i> is used in one-to-one tutoring during the school day and after school.
Mathematics	<i>Everyday Math</i> program is used with modifications as needed, along with manipulative materials, games, and hands-on approaches during the school day. An AIS provider pushes in during the school day to work one-to-one and in small groups with students identified as “at risk” in math.
Science	Science curriculum is differentiated to fit the needs of individual students identified as “at risk” in science. One-to-one conferring and small group instruction is provided during the school day.
Social Studies	Social Studies curriculum is differentiated to fit the needs of individual students identified as “at risk” in social studies. One-to-one conferring and small group instruction is provided during the school day.
At-risk Services provided by the Guidance Counselor	One-to-one and group counseling services are provided during school hours. The focus, group size, and the length of service are flexible and determined by need. The Guidance Counselors provide parent outreach, liaison between RtI Team, administration, and PPC consultation.
At-risk Services provided by the School Psychologist	School Psychologist provides parental counseling, student counseling, and teacher consultations. She coordinates PPT meetings and at-risk services in school and with outside agencies during the school day. She coordinates placement, case management, testing and assessment, observations, and social updates.

At-risk Services provided by the Social Worker	Social Worker provides one-to-one and small group sessions during the school day for counseling, socializing activities, enhancing school performance and relationships with authority figures.
At-risk Health-related Services	At-risk Health-related services conduct speech and hearing screenings, sweep testing, small group and on-to-one instruction during the school day. They provide phonological awareness, auditory processing activities to facilitate comprehension, articulation therapy to improve speech production of deviant speech, receptive/expressive language processing lessons to develop communication skills and improve comprehension of incoming information in oral and written work, and fluency therapy during the school day.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, 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-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-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, and encourage asserting leadership in education for their children by 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 with 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 promptly 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-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 Children First Network 410	District 30	Borough Queens	School Number 122
School Name PS 122, Mamie Fay			

B. Language Allocation Policy Team Composition

Principal Pamela Sabel	Assistant Principal Anna Aprea and Alba Carlucci
Coach N/A	Coach N/A
ESL Teacher Audrey Cheng, ESL Teacher	Guidance Counselor N/A
Teacher/Subject Area Athena Sfkianos, IEP Teacher	Parent Pallavi Bhatt
Teacher/Subject Area N/A	Parent Coordinator Judy Milo
Related Service Provider N/A	Other type here
Network Leader N/A	Other Ana Reyes, School Psychologist

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	9	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
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	9		

D. School Demographics

Total number of students in school	1403	Total Number of ELLs	81	ELLs as share of total student population (%)	5.77%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. ELL identification process

When a new student is registered at our school, the parent/guardian is interviewed by Audrey Cheng, the ESL Coordinator (Bilingual: Spanish/English and dually certified to teach ESL and Grades 1-6) or by Alba Carlucci, the Assistant Principal (Bilingual: Italian/English and holds both a common branch license and ESL), former ESL Coordinator, in English or in the parents' native language with the assistance of an interpreter, if needed. With the ESL Coordinator or Assistant Principal and the assistance of an interpreter, if needed, the Home Language Identification Survey (HLIS) is completed in English or in the Parents' native language, if available. Once the HLIS is complete, the ESL teacher/Coordinator determines if the student is a potential ELL, based on the formula of number of "other" languages on the HLIS. The ESL teacher/Coordinator conducts an informal interview with the child and then determines the appropriate OTELE code which is then entered into ATS by the Pupil Accounting Secretary. This begins the testing process to determine the student's language proficiency via the LAB-R administration.

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

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

- The school's ESL Coordinator ensures that all ELLs receive the NYSESLAT annually. The use of ATS reports, such as the RLER, and school documentation of newcomers who were administered the LAB-R that may not yet appear on the RLER prior to testing, are used to make sure all ELLs receive the NYSESLAT.
- Staff responsible for administering the NYSESLAT includes the ESL Coordinator and dually licensed ESL/Common Branch teachers, Grades K-5.
- Following NYSESLAT administration guidelines, the ESL Coordinator ensures the following:
 - The speaking subtest, administered by the ESL Coordinator, is administered to students individually at a location separate from other

students.

-The Listening, Reading, and Writing subtests are administered to groups of ELLs on separate days. The ESL Coordinator provides make-up test dates for absentees, which are any remaining days left within the designated testing period.

-The ESL Coordinator administers the NYSESLAT to ELLs with disabilities, making sure to follow testing accommodations specified in the student's IEP or 504 Accommodation Plan (504 Plan) with the exception that the Reading subtest may not be read to any student and students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation on the Writing subtest.

-all ESL teachers administering the listening subtest are given CD players for administering the Listening subtests in grades 2 and above.

- The ESL Coordinator and administration review and analyze the NYSESLAT scores when they are received to determine performance level in each of the four (4) modalities.

- Student outcomes and analyses indicating strengths and weaknesses for each individual student are distributed to ESL teaching staff K-5 and principal. **This school serves the following** 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 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1184 1185 1186 1187 1188 <

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	3	2	1	0	1	1	0	0	0	0	0	0	0	8
Push-In	2	2	2	2	0	0	0	0	0	0	0	0	0	8
Total	5	4	3	2	1	1	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	76	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	76	0	9	5	0	0	0	0	0	81
Total	76	0	9	5	0	0	0	0	0	81

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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	6	7	2	3	6	3								27
Chinese	1													1
Russian														0
Bengali	5	7	3		1									16
Urdu				1										1
Arabic	2	8	5	1	3	2								21
Haitian														0
French														0
Korean														0
Punjabi			1											1
Polish														0
Albanian				1		2								3
Other	1	4	2	1	3									11
TOTAL	15	26	13	7	13	7	0	81						

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?

Paste response to questions 1-7 here

Delivery of instruction

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

Instructional minutes

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

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

3. Delivery of content areas in each program model

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

A. Programming and Scheduling Information

Native language evaluation

4. In order to ensure that ELLs are appropriately evaluated in their native language, PS 122 ensures the following:

1) During the ELL identification process, Spanish-speaking students who do not pass the LAB-R are assessed in their native language using the Spanish LAB in order to determine language dominance. 2) Since our school only offers a Freestanding ESL Program, we only provide native language evaluation of math and science during NYS testing for math and science. Following DOE guidelines, we ensure that Newcomers or ELLs who feel more comfortable taking a NYS math or science exam in their native language are given that opportunity. This accommodation is provided by giving students alternative language editions when available in their language. When alternative language editions are not available for lower incidence languages, then our school ensures that a translator is provided to translate the questions on the exam for the student and permitting the child to write the answers in his/her native language. Translators are selected by bilingual pedagogues and/or hired by approved DOE translation vendors. Our schools follows NYS and DOE guidelines in scoring these exams.

Differentiating instruction for ELL subgroups

5. In order to differentiate instruction for ELL subgroups, homeroom ELL teachers and push-in ELL teachers provide 1:1 and small group lessons and activities that are tailored to various ELL students' needs. Homeroom ELL teachers also collaborate with AIS providers that offer tailored support services for the following ELL subgroups: ESL newcomer students, ELLs who are performing under grade level, long-term ELLs, and SIFE students. In addition, the ESL teacher provides one-on-one and/or small group instruction using various strategies, including Wilson and Foundations as targeted intervention programs. We also invite these students to attend the After-School ESL Enrichment Program. Summer school is offered as appropriate. Other community programs are recommended for continued learning. If the classroom teacher feels that the student needs more intense intervention, the teacher will discuss her concerns with the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one to one basis, according to the student's needs for up to three times per week.

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

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

Instructional strategies & grade-level materials used by teachers of ELL-SWDs

6. In order to provide access to academic content areas and accelerate English language development, Teachers of ELL-SWDs use best teaching practices, Teachers College methods for reading and writing, and the SIOP model to deliver instruction. Grade level materials for these students include the following: teacher created materials, Wilson, Words Their Way for ELLs, Rigby Reading Program for ELLs, LeapFrog reading program, GPS Reading Program, bilingual libraries, bilingual dictionaries/glossaries, Every Day Mathematics, FOSS kits for science in grades K-5, Foundations, Harcourt for 2nd grade Social Studies and for Science supplement, NYSESLAT test prep booklets, and technology resources, which include RAZKIDS and other web-based, child-friendly sites. We use Great Leaps as appropriate. All classes have leveled classroom libraries, including English language and multiple languages. Many of our classroom and content specialty rooms are equipped with SMART boards, and all have computers and projectors to improve student learning.

Meeting diverse needs of ELL-SWDs

7. All ELLs are afforded equal access to all school programs through equitable programming of courses, enrichment programs and opportunities, and school events. ELL-SWDs participate in all aspects of school activities, including but not limited to physical education, art, music, dance, trips, and after-school programs. For ELLs in Special Education or Collaborative Team Teaching classes, the push-in teacher analyzes their Individual Educational Plan together with their NYSESLAT scores. The ESL provider works in collaboration with

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

A. Programming and Scheduling Information

vocabulary development to increase language acquisition. In addition, content specialists are provided with professional development to enhance their instruction, incorporating English language strategies in a least restrictive environment. SETTTS and related services providers

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?

Paste response to questions 5-14 here

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

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

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

9. As a transitional plan for Former ELLs (FELLs) who recently passed the NYSESLAT, AIS services are provided, if needed. FELLs are also invited to attend the After-School ESL Enrichment Program, if the parent and teacher feel the student can benefit from the extra instructional time. For two consecutive years, after reaching proficiency on the NYSESLAT, these students also receive the same testing accommodations on all NYS exams as ELLs. In addition, the ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

New programs or improvements for the upcoming school year

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

Discontinued programs and services

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

Equal access to all school programs

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.
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Paste response to questions 5-14 here

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

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

9. As a transitional plan for Former ELLs (FELLs) who recently passed the NYSESLAT, AIS services are provided, if needed. FELLs are also invited to attend the After-School ESL Enrichment Program, if the parent and teacher feel the student can benefit from the extra instructional time. For two consecutive years, after reaching proficiency on the NYSESLAT, these students also receive the same testing accommodations on all NYS exams as ELLs. In addition, the ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

New programs or improvements for the upcoming school year

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

Discontinued programs and services

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

Equal access to all school programs

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

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?

Paste response to questions 5-14 here

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

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

9. As a transitional plan for Former ELLs (FELLs) who recently passed the NYSESLAT, AIS services are provided, if needed. FELLs are also invited to attend the After-School ESL Enrichment Program, if the parent and teacher feel the student can benefit from the extra instructional time. For two consecutive years, after reaching proficiency on the NYSESLAT, these students also receive the same testing accommodations on all NYS exams as ELLs. In addition, the ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

New programs or improvements for the upcoming school year

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

Discontinued programs and services

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

Equal access to all school programs

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not Applicable.

Science:

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

PD Plan for all ELL personnel

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

Supports for ELLs transitioning from elementary to middle school

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

7.5 Hours of ELL training

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

E. Parental Involvement

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

Paste response to questions 1-4 here

Parent involvement

1. Our school recognizes and values involvement and participation with the parents and the community. PS 122 encourages broad participation of the families of our students through PTA meetings, parent workshops during the day, after school and in the evening workshops on such topics as English language acquisition, nutrition, community resources, understanding and analyzing student assessments, using ARIS online, using computers and technology, and parenting skills. A full-time Parent Coordinator

E. Parental Involvement

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

Paste response to questions 1-4 here

Parent involvement

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

Partnering with other organizations

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

Evaluating the needs of parents

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

Addressing the needs of parents

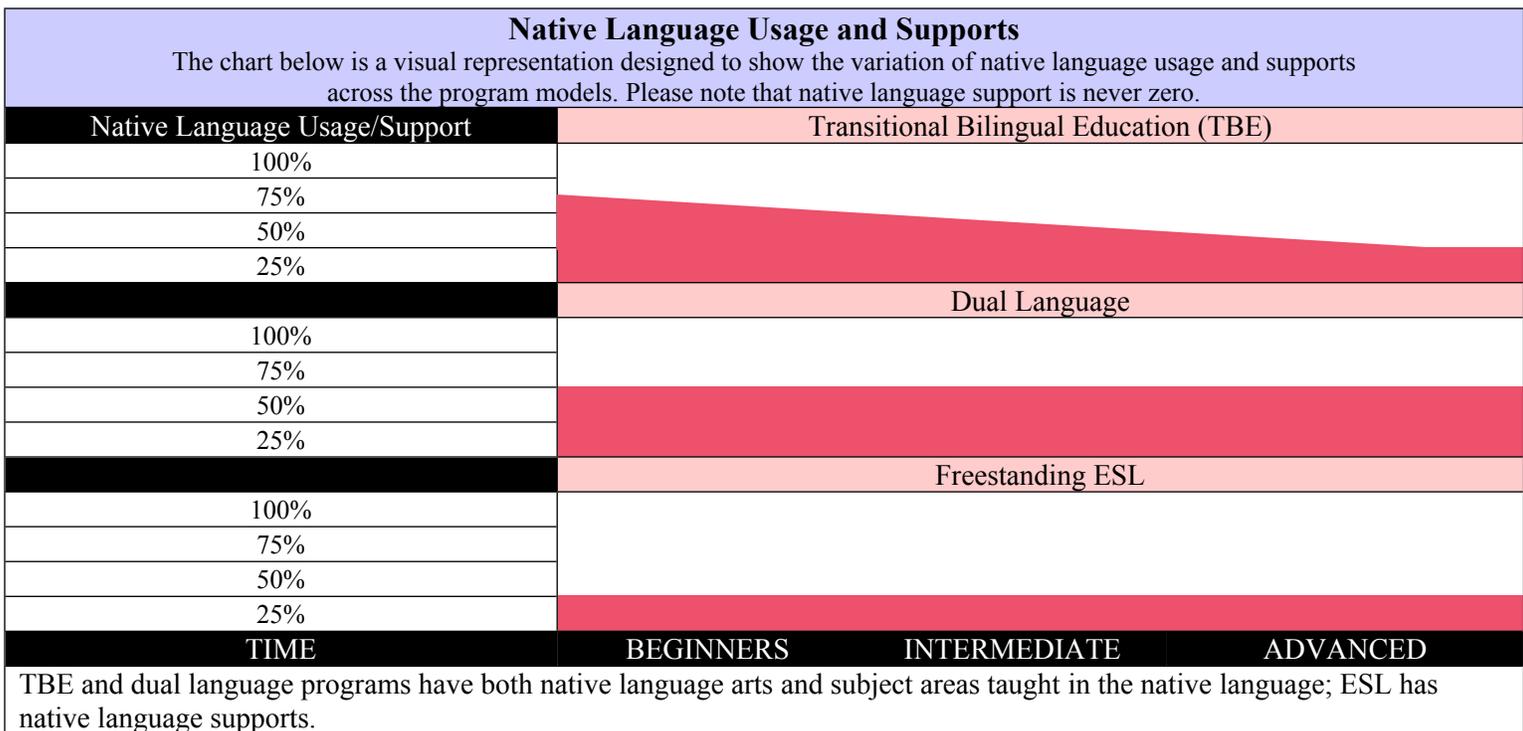
4. We offer workshops and activities based on parent feedback on surveys. The Parent Coordinator and other school staff work hard to accommodate parent availability to attend workshops and meetings in either morning, mid afternoon, afterschool, or evening hours. The Parent Coordinator also offers a lending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

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?

Paste response to questions 5-14 here

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

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

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

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

9. As a transitional plan for Former ELLs (FELLs) who recently passed the NYSESLAT, AIS services are provided, if needed. FELLs are also invited to attend the After-School ESL Enrichment Program, if the parent and teacher feel the student can benefit from the extra instructional time. For two consecutive years, after reaching proficiency on the NYSESLAT, these students also receive the same testing accommodations on all NYS exams as ELLs. In addition, the ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

New programs or improvements for the upcoming school year

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

Discontinued programs and services

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

Equal access to all school programs

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

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not Applicable.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

PD Plan for all ELL personnel

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

Supports for ELLs transitioning from elementary to middle school

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

7.5 Hours of ELL training

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

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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?

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

Paste response to questions 1-4 here

Parent involvement

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

Partnering with other organizations

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

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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)	6	10	1	3	4	2								26
Intermediate(I)	1	10	2	0	1	1								15
Advanced (A)	5	6	10	5	8	4								38
Total	12	26	13	8	13	7	0	0	0	0	0	0	0	79

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	0	1	0	0							
	I	3	2	0	0	1	1							
	A	8	8	1	5	4	2							
	P	7	16	5	13	4	9							
READING/ WRITING	B	5	4	7	0	2	0							
	I	9	1	1	2	1	1							
	A	3	6	2	8	4	7							
	P	2	16	2	9	2	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	7	0	15
4	1	4	0	0	5
5	1	10	1	0	12
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		8		6		1		19
4	0		5		3		1		9
5	0		9		3		0		12
6									0
7									0
8									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		5				9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Paste response to questions 1-6 here

Assessment tools

1. The assessment tools that our school uses to assess the early literacy skills of our ELLs include: LAB-R and NYSESLAT scores, ECLAS-2, Children's Progress, TCRWP, Wilson Reading Foundations, and teacher classroom assessments. Approximately thirty percent (30%) of our 2010-2011 ELL population tested out of the Spring 2011 NYSESLAT. The majority of the ELLs who tested out were in the first grade, approximately 45% of our first grade ELL population. In addition to effective classroom teaching, differentiated instruction, and careful instructional planning based on data analysis, we also credit this positive outcome to the implementation of the Wilson Foundations program, which these first grade students had received for approximately two years, beginning in kindergarten. In addition, the majority of the 2010-2011 ELLs who tested out in Grade 1 also received supplemental ESL after-school enrichment classes, which helped these ELLs to progress at a more rapid rate in reaching proficiency in reading and writing. This pattern was also seen with the first grade ELL population in 2009-2010. Because so many first Grade ELLs tested out in 2009-2010, the second grade ELLs of 2010-11, only consisted of 5 % of our total ELL population.

The 3rd Grade contained the second largest number of ELLs, approximately 20% of our total ELL population of 2010-11. Although approximately 80% of our third grade ELL students, not including newcomers, also received supplemental ESL after-school enrichment classes, these ELLs did not have Wilson Reading Foundations as part of their curriculum in the lower grades, which may be a reason for having a larger number of 3rd Grade ELLs who were unable to pass the NYSESLAT in first and second grade. Approximately 50% of these third grade ELLs tested out of the Spring 2011 NYSESLAT. These students benefited from tier 1 interventions in the classroom and supplemental after-school enrichment classes. Newcomers made-up 10% of our total ELL population in 2010-11, the majority of these students were in Grades 2-5; although these students did not pass the Spring 2011 NYSESLAT, they did improve in all the language modalities when compared to their initial assessments of when they first entered our school.

Data patterns across proficiency levels

2 and 4. After examining the Spring 2011 NYSESLAT results in the overall proficiency levels and four tested modalities, we have noted the following pattern:

- approximately 40% of our 2010-2011 ELLs who took the Spring 2011 NYSESLAT are at the advanced level
- less than 15% of our 2010-2011 ELLs who took the Spring 2011 NYSESLAT are at the intermediate level
- less than 15% of our 2010-2011 ELLs who took the Spring 2011 NYSESLAT are at the beginner level
- approximately 60% of our total 2010-2011 ELLs were proficient in the Listening/Speaking components of the exam
- 30% of our total 2010-2011 ELLs were at the advanced level in the Listening/Speaking modalities of the exam
- less than 10% of our total 2010-2011 ELLs were at the intermediate level in the Listening/Speaking modalities of the exam

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.

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Part VI: LAP Assurances

School Name: <u>PS122</u>		School DBN: <u>Q30122</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Sabel	Principal		10/31/11
Anna Aprea & Alba Carlucci	Assistant Principal		10/31/11
Judy Milo	Parent Coordinator		10/31/11
Audrey Cheng	ESL Teacher		10/31/11
Pallavi Bhatt	Parent		10/31/11
Athena Sarris, IEP Teacher	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		10/31/11
	Coach		10/31/11
	Coach		10/31/11
	Guidance Counselor		10/31/11
	Network Leader		10/31/11
Ana Reyes	Other <u>School Psychologist</u>		10/31/11
	Other		10/31/11
	Other		10/31/11
	Other		10/31/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: Q30122 **School Name:** PS 122

Cluster: 4 **Network:** Children First Network 410

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.

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

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

In 2009-10, PS 122 conducted a successful school-wide survey, asking parents if they had translation and interpretation needs and their language preference. After conducting this school-wide survey, we now make sure to survey all new incoming students to ensure that no particular child's family is left out of this process. These responses are recorded and maintained from year to year by our school. Taking into account last year's feedback and this year's feedback to date, parental responses continue to indicate the highest need for these services to be in the following languages: Spanish, Bengali, and Arabic.

Each academic year, since the inception of the first survey started February 2007, the teaching staff receives a memo and a list of students whose parents requested translated information in their home language.

Part B: Strategies and Activities

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

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

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

We will provide parents with interpreting services during Parent Teacher Conference days in November 2011 and March 2012. We purchase these interpreting services from a DOE approved contractor and/or use in-house school staff who are fluent in the following top three languages present in our school community: Spanish, Bengali, and Arabic. This service helps PS 122 facilitate interpreting services to parents on Parent Teacher Conference days, during afternoon and evenings hours. In addition, for lower-incidence languages, we provide our staff a designated area in the main office to use the DOE Translation Unit telephone hot line to conduct over-the-phone interpretation services to conference with parents who need it. For on-site interpreters (Spanish, Bengali, Arabic, Hindi, and Urdu), teachers call down to the main office and request a translator to go to his/her classroom, as needed. We feel this is a crucial time to ensure that parents have a complete understanding of their child's needs and assessment.

We also intend to provide interpreting services for Family Culture Nights and various curriculum workshops given throughout the year. PS 122 also uses these opportunities to inform the parents of how to become involved in their child's education. We firmly believe that by working together in partnership we can elevate the level of each child's achievement.

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

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

PS 122 is fulfilling notification requirements by sending written notification in the covered languages of parents' rights regarding translation and interpretation services and instructions on how to obtain these language assistance services. We have also posted in many of our school's entrances, and in the main office, large posters, in the designated NYC DOE languages, indicating that parents may obtain copies of written notification in the Parent Coordinator's room. In addition to utilizing the NYC DOE Translation and Interpretation Unit over-the-phone-translation service, our school safety plan includes the names of available in-house staff, which is utilized by our staff to help parents communicate their needs and concerns with school administrative offices. These precautions are taken to avoid language barriers between parents and the school.

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: PS 122	DBN: 30Q122
Cluster Leader: Santana CFN 410	Network Leader: Children First Network 410
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 65 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 0

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:

The Newcomers Program, grades 3-5, will be comprised of ten (10) sessions during the month of December 2011, from 3:15 p.m. to 4:14 p.m., approximately 3 days per week. The ESL Coordinator, holds certifications in both common branch and ESL. The teacher will use ESL methodology, including native language support, to teach Newcomers the foundations of the English language, as well as provide differentiated instruction program based on the needs of the students attending the program. The overall focus for these students will be to learn English letters and phonemes, engage in English conversation, practice listening skills, practice reading skills, introduce grammar skills, and increase English vocabulary in a stress-free environment. Wilson Foundations, Words Their Way for ELLs word study program, and the ESL Rigby Guided Reading Program will be used to supplement learning in this after-school program. In addition, teacher created materials, Bilingual literature, Bilingual glossaries, picture dictionaries will be used by the students to augment learning. Lessons are planned to include ESL Standards as well as NYS content Standards. An administrator will be available to supervise all programming at no cost to Title III.

P.S. 122 Title III program will also provide all English Language Learners with supplemental instruction during after-school hours for students in Grades 1-5. The After-school ESL Language Enrichment Program will be comprised of approximately 15 sessions, operating from November 2011 until February 2012, from 3:15 p.m. to 4:15 p.m., approximately 2 to 4 days a week. Group size will be maintained at 12-15 students per teacher. There will be a total of six (6) ESL classes - two (1) 1st grade classes, one (1) 2nd grade class, one (1) 3rd grade class, one (1) 4th grade class, and one (1) 5th grade class. Six (6) dually certified ESL and common branch teachers will provide supplemental instruction in alignment with the ESL Standards, New York City and New York State content and performance standards. Instruction will focus on the four language modalities: listening, speaking, reading, and writing. This additional support will also help students in the testing grades to achieve higher scores on the ELA, NYSESLAT, and NYS Science examinations. An administrator will be available to supervise all programming at no cost to Title III.

In the spring of 2012, we will provide six (6) after-school classes – two (2) Grade 1 classes, one (1) Grade 2 class, one (1) grade 3 class, one (1) grade 4 class, and one (1) grade 5 class of ELL students for a series of 5 sessions at 1 hour for NYSESLAT preparation. Group size will be maintained at 12-15 students per teacher. Students will learn testing strategies by dually certified ESL and common branch teachers to

Part B: Direct Instruction Supplemental Program Information

improve listening, reading, writing, and speaking skills. Supplementary materials, including NYSESLAT prep booklets, will be used to enhance language acquisition and augment English language instruction.

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:

The goal of our school is to ensure that all general education teachers and ELL teaching staff are trained in dealing with English language Learners in all phases of language acquisition. This training will be fulfilled by attending workshops offered by the DOE and Teachers College in order to be in compliance with the State Department of Education. Teachers attending these workshops will be at no cost to Title III. These PD opportunities will focus on improving differentiation of instruction both during the school day and during the ESL Afterschool Enrichment Program.

P.S. 122 Title III Professional Development will focus on providing new teachers with ESL training, helping to prepare former ELLs who have made the transition into a general education classroom, as well as ESL teachers who need to help ELLs meet and exceed NYC and NYS performance and learning standards. One objective in having our teachers attend Professional Development sessions is to help ELLs and former ELLs achieve grade level scores on all city and state assessments. This training was started three years ago. Professional Development sessions recommended to our teachers include, but are not limited to, the following areas: RTI for ELLs, scaffolding content area subjects, adapting content area through the Sheltered Instructional Protocol, QTEL, and data analysis.

In house Professional Development will focus on providing PD to our ESL teaching staff in the use of data to inform instruction, specifically ARIS, Childrens Progress, ATS Reports (RNMR and RLAT), and item skills analysis, scaffolding content area subjects, and adapting content area through the Sheltered Instructional Protocol. This is at no cost to our Title III program.

In the Spring of 2012, three (3) certified ESL teachers, including the ESL Coordinator and facilitator, will participate in after-school Professional Development. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for the children

Part C: Professional Development

for the following academic year. Title III funds will be utilized to pay the three participating ESL teachers to attend four (4) 2-hour sessions of after school PD to support the program.

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:

In the spring of 2012, there will be two (2) Family Nights, dedicated to literacy and mathematics parental support. Two (2) certified teachers will facilitate learning games and activities to guide families to practice literacy and mathematics skills and concepts to support their children. The only cost to Title III will be the services provided by two (2) ESL certified teachers. Other working pedagogues and all other costs related to these activities will not be charged to Title III. The parent coordinator will also assist in accommodating any parental needs at no cost to Title III. Parent workshops will be facilitated by ESL/Bilingual Coordinator, Parent Coordinator, Math and Literacy coaches, and/or administrators.

In addition, parents will be invited to attend a workshop dedicated exclusively to understanding the NYSESLAT in spring 2012. The workshop will be lead by a certified ESL teacher/coordinator at no cost to Title III.

The workshops will address the following:

1. Parents will be coached in how to use math strategies in problem solving.
2. Parents will become familiar with the ESL learning standards and NYSESLAT to help their children prepare for the NYSESLAT.
3. Parents will become familiar with the English Language Arts performance standards.
4. A series of ten (10) English as a Second Language classes will be offered to parents.

To ensure our success, we work collaboratively with our ESL parents. We provide them with classes to help them become English proficient. In the spring of 2012, PS 122 Title III program will provide a series of ten (10) adult ESL classes. Two (2) certified ESL teachers on our staff will lead the classes. Parents will

Part D: Parental Engagement Activities

learn beginner and intermediate levels of English, vocabulary, grammar, and conversation. An administrator will be available to supervise all programming at no cost to Title III.

Also, many parent workshops that are presented during the weekday at the school will be at no cost to Title III. An administrator will be available to supervise all programming. The parent coordinator will also assist in accommodating any parental needs.

We also intend to provide interpreting services for Family Nights and various curriculum workshops given throughout the year. PS 122 also uses these opportunities to inform the parents of how to become involved in their child’s education. We firmly believe that by working together in partnership we can elevate the level of each child’s achievement.

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

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

Part E: Budget

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

Allocation Amount: \$11200

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)	501	•Newcomers Program (10 per sessions x 1 hrs. x 1 teacher @ \$50.06)
<ul style="list-style-type: none"> • Per session • Per diem 	4505	•After-School Language Enrichment 15 per sessions x 1 hrs. x 6 teachers @ \$50.06)
	1502	•After-School NYSESLAT Preparation (5 per sessions x 1 hrs. x 6 teachers @ \$50.06)
		•ESL Class for Adults (10 sessions x

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	1252	1.25 hrs. x 2 teacher @\$50.06)
	601	•Parent Workshop Literacy/Math (2 sessions x 3 hrs. x 2teachers@\$50.06)
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. 	1639	General Supplies/Books for after-school programs (NYSESLAT preparation, Bilingual books, general instructional supplies such as chart paper, markers, binders, and storage containers to support the After-school ESL Language Enrichment and Newcomers Program.
Educational Software (Object Code 199)		
Travel		
Other	\$1201	Three (3) certified ESL teachers will participate in after school Professional Development. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for the children. Title III funds will be utilized to pay the three participating ESL teachers to attend four (4) 2-hour sessions of after school PD to support the program; the cost = \$1201).
TOTAL	\$11200	\$11200

