



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 129Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q129

PRINCIPAL: MARILYN ALESIEMAIL: MALESI@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Marilyn Alesi	*Principal or Designee	
Ronnie Modena	*UFT Chapter Leader or Designee	
Denise Kilpatrick	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Danielle Zuvich	Member/PTA co- President	
Amy Sceiczina	Member/Parent	
Antonella Roller	Member/Parent	
Christine Passos	Member/Parent	
Angela Fiorenza	Member/Assistant Principal	
Amy Bienkowski	Member/Teacher	
Danielle Pisanti	Member/Counselor	

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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
1. By June 2012, 100% of classroom teachers will work collaboratively to create a performance task in literacy for the purpose of engaging all students in this task, which is embedded in a rigorous curriculum unit aligned to the CCLS.

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.
- This goal is based on NYC Instructional Expectations for the 2011-2012 school year. Our current progress report shows a need to increase students' progress as compared to our peer schools. By developing skills, embedded in a rigorous curriculum, we aim to have 60% of the students perform at level 3 or higher on the performance task in literacy.

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,
 - b) staff and other resources used to implement these strategies/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,
 - d) timeline for implementation.
- To provide professional development on teaching skills related to the performance task in literacy
- To provide professional development on the Grade 4 literacy task for all staff
- To provide time for staff to examine performance tasks for their grades
- To provide time for staff to examine performance tasks for all grades, especially the grade prior to their grade
- To insure that the curriculum maps include rigor
- To provide professional development activities on December 23 and January 13, directly aligned to the performance tasks
- To continue inquiry work integrating performance tasks and the Common Core Learning Standards into curriculum maps
- To examine the summative and formative assessments in literacy to gauge the students' abilities
- To provide feedback to teachers in the form of a rubric on 'Using Assessment to Drive Instruction'
- To provide feedback to teachers in the form of a rubric on 'Engaging Students in Learning'
- To identify subgroups in need, at-risk, SWD, ELL, and provide supports necessary to help them succeed in the task.
- To administer the literacy performance task in January –March cycle to students
- Engage all students in at least one literacy task embedded in a rigorous curriculum

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.

We are not a Title I school and do not need to complete a PIP or School Parent Compact. However, we plan to involve parents in our goal in the following ways:

- The SLT Team has been instrumental in reviewing data to create the goals.
- Parent Workshops have been organized and scheduled in the following areas supporting literacy development – ARIS Parent Workshops, monthly; ELA Workshop, November 18; Math Workshop November 7; Helping Your Child With Homework Workshop, October; Integrating Arts with Literacy workshops bi-monthly for parents and children; Karaoke Night Family Sign Along with Songs Posted on a Large screen, January; Family Game Night integrating word games, March; Barnes and Noble Night, April; Story Night, May; Writing Celebrations in all classes, monthly

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.
The teachers at P.S. 129 are all highly qualified. We attract hundreds of applicants whenever there is a vacancy and have teachers for interviews, who are highly qualified. Each teacher interviewing is interviewed twice by a panel of people and must perform a demonstration lesson, if the time of year permits. None of our teachers have applied on open market, so our retention rate is excellent. We hire an F-Status former principal to assist all new teachers acclimate to their new classes. All teachers are provided with buddy teachers when appropriate. Professional development is provided to keep teachers abreast of new initiatives.

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.
We have an anti-bullying program in existence and a Respect for All Program to help with social and emotional issues, which may hinder student success. We also are part of the 'Fuel Up to Go 60' program, which provides nutrition and fitness activities school-wide. Our physical education teachers engage all students in fitness activities in the gym and complete a fitness gram for all students.

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.
- FSF will be used to fund all teacher positions; ARRA RTTT City - wide Instructional Initiative Funding will be used to provide per session inquiry work; TL NYSTL funding will be used to provide materials for classrooms to support performance tasks. PD will be funded using TLFSF for substitutes, when longer time periods are needed and/or when teachers are sent out of the building. Most PD will be during grade and Faculty Conferences during the school day.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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, **100% of** teachers in grades 4-5, working collaboratively, will update reading/writing curriculum maps to include a **minimum of 3** non-fiction (informational text) units for the purpose of more effective literacy instruction.

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.
This goal is based on the Common Core Learning Standards for the 2011-2012 school year. Our current progress report shows a need to increase students' progress especially in grades 4 and 5, as compared to our peer schools. By developing skills, embedded in a rigorous curriculum, we have included a minimum of three units non-fiction/informational texts in both reading and writing.

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,
 - b) staff and other resources used to implement these strategies/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,
 - d) timeline for implementation.
- Assistance by literacy cluster/coach
- Purchase shared reading materials and books with informational texts
- Use inquiry work to revise curriculum maps to add more informational texts units
- Provide professional development on use of Common Core Learning Standards and rigorous assignments
- Use of professional half days to provide professional development on the use of informational texts
- Provide assistance from CFN staff developers
- Use of smartboard software and literacy software
- Use of feedback forms to provide classroom observation and teacher feedback on engaging students in learning
- Develop schedule for principal and assistant principal to visit classes on a regular basis
- Meet with teachers after lesson observation and give feedback verbally and in writing
- Provide assistance to teachers in need
- Monitor student progress and performance through running records, use of rubrics, on-demand writing, formative and summative assessments, including acuity testing

- To identify subgroups in need, at-risk, SWD, ELL, and provide supports necessary to help them succeed in the task

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.
- Parent Workshops have been organized and scheduled in the following areas supporting literacy development – ARIS Parent Workshops, monthly; ELA Workshop, November 18; Math Workshop November 7; Helping Your Child With Homework Workshop, October; Integrating Arts with Literacy workshops bi-monthly for parents and children; Karaoke Night Family Sign Along with Songs Posted on a Large screen, January; Family Game Night integrating word games, March; Barnes and Noble Night, April; Story Night, May; Writing Celebrations in all classes, monthly

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.

The teachers at P.S. 129 are all highly qualified. We attract hundreds of applicants whenever there is a vacancy and have teachers for interviews, who are highly qualified. Each teacher interviewing is interviewed twice by a panel of people and must perform a demonstration lesson, if the time of year permits. None of our teachers have applied on open market, so our retention rate is excellent. We hire an F-Status former principal to assist all new teachers acclimate to their new classes. All teachers are provided with buddy teachers when appropriate. Professional development is provided to keep teachers abreast of new initiatives.

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.

We have an anti-bullying program in existence and a ‘Respect for All’ Program to help with social and emotional issues, which may hinder student success. We also are part of the ‘Fuel Up to Go 60’ program, which provides nutrition and fitness activities school-wide. Our physical education teachers engage all students in fitness activities in the gym and complete a fitness gram for all students.

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.
- FSF will be used to fund all teacher positions; ARRA RTTT City - wide Instructional Initiative Funding will be used to provide per session inquiry work; TL NYSTL funding will be used to provide materials for classrooms. PD will be funded using TLFSF for substitutes, when longer time periods are needed and/or when teachers are sent out of the building. Most PD will be during grade and Faculty Conferences during the school day.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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, 100% of teachers will have utilized the TC running records and 'On Demand' monthly writing pieces to assess student literacy levels for the purpose of student grouping and differentiation of literacy instruction

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.
This goal is based on the Common Core Learning Standards and Instructional Expectations for the 2011-2012 school year. Our current progress report shows a need to increase students' progress especially in grades 4 and 5, as compared to our peer schools. By developing skills, embedded in a rigorous curriculum, we will differentiate instruction in literacy to facilitate multiple entry points for all students, especially subgroups

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,
 - b) staff and other resources used to implement these strategies/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,
 - d) timeline for implementation.
- Provide ELL push in program to assist ELL students in literacy aligned to classroom activities
- Provide professional development through Network Specialists
- Provide mainstreaming program for students with disabilities in reading and writing
- Provide targeted extended day instruction of ELL students
- Provide targeted extended day instruction for students with disabilities
- Reduce the class size in grade 4 to facilitate lower student –teacher ratio
- Use expertise of literacy coach
- Provide continued assistance in differentiating instruction through grade conferences and interclass visitation
- Continue to revise and edit curriculum maps in reading and writing to reflect differentiation and needs of students
- Develop schedule for principal and assistant principal to visit classes on a regular basis
- Meet with teachers after lesson observation and give feedback verbally and in writing
- Provide assistance to teachers in need
- Monitor student progress and performance through running records, use of rubrics, on –demand writing, formative and summative assessments, including acuity testing
- To identify subgroups in need, at-risk, SWD, ELL, and provide supports necessary to help them succeed
- Provide an after-school program for ELL students from January – March to assist in ELA and Math

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.

Parent Workshops have been organized and scheduled in the following areas supporting literacy development – ARIS Parent Workshops, monthly; ELA Workshop, November 18; Math Workshop November 7; Helping Your Child With Homework Workshop, October; Integrating Arts with Literacy workshops bi-monthly for parents and children; Karaoke Night Family Sign Along with Songs Posted on a Large screen, January; Family Game Night integrating word games, March; Barnes and Noble Night, April; Story Night, May; Writing Celebrations in all classes, monthly

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.

The teachers at P.S. 129 are all highly qualified. We attract hundreds of applicants whenever there is a vacancy and have teachers for interviews, who are highly qualified. Each teacher interviewing is interviewed twice by a panel of people and must perform a demonstration lesson, if the time of year permits. None of our teachers have applied on open market, so our retention rate is excellent. We hire an F-Status former principal to assist all new teachers acclimate to their new classes. All teachers are provided with buddy teachers when appropriate. Professional development is provided to keep teachers abreast of new initiatives.

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.

We have an anti-bullying Program in existence and a 'Respect for All' Program to help with social and emotional issues, which may hinder student success. We also are part of the 'Fuel Up to Go 60' program, which provides nutrition and fitness activities school-wide. Our physical education teachers engage all students in fitness activities in the gym and complete a fitness gram for all students.

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.
- FSF will be used to fund all teacher positions; ARRA RTTT City - wide Instructional Initiative Funding will be used to provide per session inquiry work; TL NYSTL funding will be used to provide materials. PD will be funded using TLFSF for substitutes, when longer time periods are needed and/or when teachers are sent out of the building. Most PD will be during grade and Faculty Conferences during the school day. Title III funds will be used to provide after-school program for ELL students.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012 100% of classroom teachers will work collaboratively to create a performance task in math for the purpose of engaging all students in this task which is embedded in a rigorous curriculum unit aligned to the CCLS.

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.

This goal is based on the Common Core Learning Standards and Instructional Expectations for the 2011-2012 school year. Our current progress report shows a need to increase students' progress especially in grades 4 and 5, as compared to our peer schools. By developing skills, embedded in a rigorous curriculum, we will differentiate instruction in literacy to facilitate multiple entry points for all students, in all grades, especially subgroups.

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,
 - b) staff and other resources used to implement these strategies/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,
 - d) timeline for implementation.
- To provide professional development on teaching skills related to the performance task in math
- To provide professional development on the Grade 2 math task for all staff at September conference
- To provide time for staff to examine performance tasks for their grades
- To provide time for staff to examine performance tasks for all grades, especially the grade prior to their grade
- To insure that the curriculum maps include rigor
- To provide professional development Activities on December 23 and January 13, directly aligned to the performance tasks
- To continue inquiry work integrating performance tasks and the Common Core Learning Standards into curriculum maps
- To examine the summative and formative assessments in math to gauge the students' abilities
- To provide feedback to teachers in the form of a rubric on 'Using Assessment to Drive Instruction'
- To provide feedback to teachers in the form of a rubric on Engaging Students in Learning
- To identify subgroups in need, at-risk, SWD, ELL, and provide supports necessary to help them succeed in the task.
- To administer the math performance task in March -June cycle to students
- To purchase 'Problem Solver' workbooks for all students in grades 1-5 that align with the math performance tasks
- To continue inquiry work integrating performance tasks and the Common Core Learning Standards into curriculum maps
- To examine the summative assessments in mathematics and the summative and formative assessments in literacy to gauge the students' abilities
- To provide feedback to teachers on 'Using Assessment to Drive Instruction' and 'Engaging Students in Learning'

- To administer the math performance task in the Spring to students
- Engage all students in at least one math task embedded in a rigorous curriculum
- *Monitor student progress and performance through running records, use of rubrics, on –demand writing, formative and summative assessments, including acuity testing*
- To identify subgroups in need, at-risk, SWD, ELL, and provide supports necessary to help them succeed

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.
- Parent Workshops have been organized and scheduled in the following areas supporting literacy development – ARIS Parent Workshops, monthly; Math Workshop November 7; Helping Your Child With Homework Workshop, October; Integrating Arts with Literacy workshops bi-monthly for parents and children; Family Math Night; Family Game Night integrating math games

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.

The teachers at P.S. 129 are all highly qualified. We attract hundreds of applicants whenever there is a vacancy and have teachers for interviews, who are highly qualified. Each teacher interviewing is interviewed twice by a panel of people and must perform a demonstration lesson, if the time of year permits. None of our teachers have applied on open market, so our retention rate is excellent. We hire an F-Status former Principal to assist all new teachers acclimate to their new classes. All teachers are provided with buddy teachers when appropriate. Professional development is provided to keep teachers abreast of new initiatives.

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.
- We have an anti-bullying program in existence and a ‘Respect for All’ Program to help with social and emotional issues, which may hinder student success. We also are part of the ‘Fuel Up to Go 60’ program, which provides nutrition and fitness activities school-wide. Our physical education teachers engage all students in fitness activities in the gym and complete a fitness gram for all students.

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.
- FSF will be used to fund all teacher positions; ARRA RTTT City - wide Instructional Initiative Funding will be used to provide per session inquiry work; TL NYSTL funding will be used to provide materials for classrooms to support performance tasks. PD will be funded using TLFSF for substitutes, when longer time periods are needed and/or when teachers are sent out of the building. Most PD will be during grade and Faculty Conferences during the school day.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	3	1	4	0
1	35	35	N/A	N/A	5	2	8	0
2	50	50	N/A	N/A	5	0	8	0
3	80	80	N/A	N/A	5	8	10	10
4	95	95	10	10	8	0	10	0
5	120	120	10	10	10	0	13	0
6								
7								
8								
9								
10								
11								
12								

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	ELA intervention services are provided during the children’s lunch hours in March in grades 3, 4, 5. During extended day 37.5 minutes, teachers provide AIS services. Wilson, Foundations and Reading Fluency are stressed. Teachers will also be available to work one on one with students in need. We are investigating an after school ELL program to give supplementary support to ELL children. Our ELL classes in grades 4 and 5 will work for 15 weeks with Arts Connection to provide supplementary literacy work through dance.
Mathematics	Math intervention services are provided during the children’s lunch hours for the month of March in grades 3, 4 and 5. Extended day 37.5 minutes provide AIS services. We are investigating an after school ELL program to give supplementary support to ELL children.
Science	Our morning extended day also includes at-risk science instruction. Classroom teachers and science clusters provide science AIS within the classroom setting by differentiating instruction.
Social Studies	Classroom teachers provide social studies AIS within the classroom setting by differentiating instruction. Morning program activities also include social studies. Our ELL classes in grades 4 and 5 will work for 15 weeks with Arts Connection to provide supplementary literacy work in social studies through dance.
At-risk Services provided by the Guidance Counselor	Two counselors provide at- risk counseling for students as needed and on an ongoing basis. Counselors work one-on-one and in small groups. Our SAPIS worker also provides at-risk services on life skills, anti-bullying, red ribbon week and respect for all. Our guidance counselors and SAPIS worker also provided anti-bullying lessons for two weeks to start the school year.
At-risk Services provided by the School Psychologist	Our bilingual psychologist provides services to children, parents and teachers, during the school day. He addresses issues such as, test anxiety, separation anxiety, one-to-one counseling, small group counseling, etc. Our psychologist also provided anti-bullying lessons for two weeks to start the school year.

<p>At-risk Services provided by the Social Worker</p>	<p>The Social Worker works three days per week. She performs individual counseling for students, group sessions and has a 'Banana Splits' group for children from divorced families. Our Social Worker also provided anti-bullying lessons for two weeks to start the school year.</p>
<p>At-risk Health-related Services</p>	<p>Our school nurse provides an ASTHMA group training for children in need. We also create a fitness program through Fuel to Go 60 where children have a walking club during lunchtime recess.</p>

**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 Charles Admunsen/Diane Foley	District 25	Borough Queens	School Number 129
School Name Patricia Larkin School			

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

Principal Marilyn Alesi	Assistant Principal Angela Fiorenza
Coach	Coach
ESL Teacher Leslie Sherman/ESL	Guidance Counselor Ivy Manheim
Teacher/Subject Area Denise Diliberti/ESL	Parent
Teacher/Subject Area Anna Cerilli/ESL	Parent Coordinator Laura Buquicchio
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1010	Total Number of ELLs	127	ELLs as share of total student population (%)	12.57%
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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. 

1. When students are registered at P.S. 129 parents are given a Home Language Identification Survey to fill out. A licensed pedagogue, most often an ESL teacher, conducts an informal oral interview in English and the native language, if possible. The licensed ELL teachers are Anna Cerilli, Denise Rizwan DiLiberti, Leslie Sherman and Linda Avgoustidis. Other staff members may be called in to translate if necessary.

Students identified as having a second language are administered the LAB-R formal assessment within ten days of registration by either Anna Cerilli, Denise DiLiberti or Leslie Sherman, one of the licensed ESL teachers. The Spanish LAB is also administered within this time frame, if applicable. The assessment is sent to be scored and those students scoring at or below the cut scores are placed in an ESL program and given support by an ESL instructor. Students who score as beginner or intermediate are given eight periods of instruction per week by a licensed ESL teacher. Those students who score as advanced are given four periods of ESL instruction per week. Those who score as English proficient have tested out of the program but are given support as needed, though not on a formal regular basis. All ELLs in the program are annually evaluated using the NYSESLAT exam in the spring as per the NYSESLAT testing calendar. ATS reports, RLAT, etc. are used to determine who is administered the NYSESLAT test. The testing coordinator, Angela Fiorenza, along with the ELL teachers, create a schedule for testing the students who must be administered the NYSESLAT. There is record keeping to make sure all children take all four parts of the test are administered.

2. Throughout the year we conduct several parent orientation meetings for parents of students who are new to the program. Anna Cerilli, Leslie Sherman and Denise DiLiberti prepare and give this orientation meeting with translators from our school and the Parent Coordinator, Laura Buquicchio. During the orientation, given within the first ten days of school, the three program options (Transitional Bilingual, Dual Language, and Freestanding ESL) are explained to the parents. Parents are also given a brochure in their language explaining each program option. A video explaining the three options is available for parents to view in several different languages. Translators are invited to ensure that parents of several different language groups understand their options. Parents who are unable to attend a regularly scheduled orientation meeting are invited to call the school to arrange a meeting with an ESL teacher, named above, to explain the three program options. If they are unable to meet they may call and speak with an ESL teacher. Brochures in their language and program choice letters are then sent home to be completed. Parent orientations are given as children arrive after the school year begins within a ten day period.

3. Records are kept by the ESL department to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned. Several parent orientation meetings are held throughout the year for those parents who have not yet returned forms. In addition, forms are received and filled out during Parent/Teacher conferences, giving ESL teachers the opportunity to address concerns that parents may have. The parent coordinator also follows up with those parents who did not attend orientation and survey and program selection forms are asked to be filled out.

4. Entitlement letters are sent home to parents of students identified as ELLs. Parents are invited to an orientation which explains the three program models. During the orientation they receive a brochure and also watch a video in their native language to further explain the models. Parents fill out a survey to choose which model they prefer for their child. They are informed that if enough parents with children who speak the same language choose a bilingual or dual language program, said program would be created in our school.

Surveys are reviewed monthly and languages are counted to determine if there are enough students speaking the same language to create a bilingual or dual language program at our school. If a class would need to be created, parents would be contacted and a meeting would be conducted to determine if their original program choice still stands. Procedures would be followed to create a class.

5./6. The program models offered at our school aim to satisfy the requests of parents. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is for a Freestanding ESL Program. Eighty-four percent of parents, regardless of their language origin, prefer a Freestanding English as a Second Language Program. At present, only nine percent of parents have shown a preference for a Bilingual Program and seven percent prefers the Dual Language Program. If at least 15 parents with children of the same language group in the same grade request either the Bilingual or Dual Language Program, the school would set up one of these types of programs. At present, there is no Bilingual or Dual Language Program in 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	24	8	8	15	9	8								72
Total	24	8	8	15	9	8	0	0	0	0	0	0	0	72

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	22
SIFE		ELLs receiving service 4-6 years	54	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	73		4	54		18			127	
Total	73	0	4	54	0	18	0	0	0	127

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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	15	13	10	9	8	12								67
Chinese	8	11	2	13	5	5								44
Russian														0
Bengali														0
Urdu														0
Arabic	1		2	2	3									8
Haitian														0
French														0
Korean	1	2				1								4
Punjabi	1													1
Polish														0
Albanian														0
Other	1		1			1								3
TOTAL	27	26	15	24	16	19	0	0	0	0	0	0	0	127

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. A push-in program model is used school-wide to deliver instruction. ESL teachers push into classrooms using approaches of parallel, station, and alternative teaching. All classes are heterogeneous. ELLs who attend the extended day period are given added support.

2. All ELLs in our school receive the New York State mandated number of hours for acquiring English language skills by certified ESL teachers. Beginning and intermediate students receive eight periods of instruction per week, totaling 360 minutes. Advanced level students receive a single forty-five minute period four times a week, totaling 180 minutes.

3. ELA, Math and other content areas are delivered in English in a co-teaching setting during the school day as well as during the extended day period. Differentiated instruction is delivered to all ELLs through various approaches and methods to make content comprehensible and enrich language development. Objectives are clearly defined, meaningful activities are provided, vocabulary is pre-taught, and concepts are made clear through modeling, gestures, visuals, etc. Scaffolding techniques and critical-thinking questions are used throughout lessons. Children work actively in a student-centered environment. Every lesson addresses all four language skills. Newcomers are taught basic social and academic language skills. If possible, the native language is used to clarify any confusion. Students are also paired with reading partners who speak their native language. Bilingual dictionaries, bilingual paraprofessionals and native language materials are used. The review and assessment of student comprehension and learning is on-going. Students are given preparatory instruction throughout the school year for both the NYSESLAT and the ELA. Specific strategies are targeted based on students' previous performance on the reading and writing sections of the NYSESLAT.

4. After being administered the LAB-R and a Spanish-speaking student is identified as an ELL, he/she is then evaluated with the Spanish LAB. At present, there are no formal evaluations in any other native languages.

5. Teachers at P.S. 129 believe that all students are able to succeed. This attitude creates a learning environment where instruction is tailored to students' needs. Teachers have specific learning objectives and performance tasks and provide multiple options for the students to learn. This differentiated instruction is delivered to all students in the classroom and always aligned with Common Core Learning Standards. Different assignments, outcomes of a lesson, and pacing, help ELLs process information and achieve the level of success expected of them.

Presently there are no SIFE students enrolled, however, our instructional plan for SIFE students includes the following: A supportive

A. Programming and Scheduling Information

environment for the students will be provided with a bilingual staff, ESL teachers using specific methods to help SIFEs reach academic success, a buddy system with classmates, and parent coordinator support for both students and parents in the school. Sheltered instruction in the form of an increased use of visuals and collaborative learning activities will be implemented. Thematic curriculums and individual learning plans as well as an adapted curriculum will be used to cover most relevant information that is accessible and age appropriate. Explicit instruction will be given in the basic reading components: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Finally, students will have access to a literacy rich environment.

Regarding newcomers, a similar plan is put in place. A print rich environment is provided for students. Word associations and KWL charts are used to activate prior knowledge. Students are engaged in hands-on learning through role-play, drama, TPR, and SMARTBoard activities. New vocabulary is analyzed in context and definitions are explained and rephrased. Explicit instruction in the basic reading components is given, and students work in collaborative discussion groups to develop and practice social skills. In addition, students are given a tour of the school so they can locate important places and are taught the names of important people. Specific school routines and behavior expectations are reviewed. The child's native language is used when necessary.

For ELLs receiving service between 4-6 years, small group instruction is provided to target their specific needs. Previous testing data is used to identify their academic weaknesses and to teach them strategies and skills to improve their academic performance. Reading fluency kits are used along with books of the month to provide continuity of literary accountable talk. Picture cards and picture dictionaries provide additional visual support. Students are guided in editing and publishing final pieces in writing and research. They are encouraged to use computer and internet programs that are designed to increase vocabulary and improve grammar.

Regarding long-term ELLs, a focus on literacy development across content areas is key. Explicit vocabulary instruction, sentence analysis, and scaffolding activities are used. Teachers collaborate on lesson planning tailored to students' needs.

6. ELLs identified as having special needs receive small group instruction provided by means of parallel, alternative and station teaching models. Students attend an extended day program and are assisted in the classroom by bilingual paraprofessionals. In addition, picture dictionaries and books in the native language are available for them. Reading fluency kits are used along with accountable talk to improve comprehension. The LeapPad Schoolhouse Program and books on tape are available in reading instruction. For all subgroups that are to be tested, emphasis is placed on test preparation two months prior to the state tests in ELA, Mathematics, Science and NYSESLAT.

7. In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, ESL teachers utilize the push-in model to collaborate curricular and instructional strategies aligned with Common Core Learning Standards. Both classroom and ESL teachers are flexible in scheduling common literacy periods to focus on specific needs of ELL-SWDs.

Courses Taught in Languages Other than English ⓘ

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

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

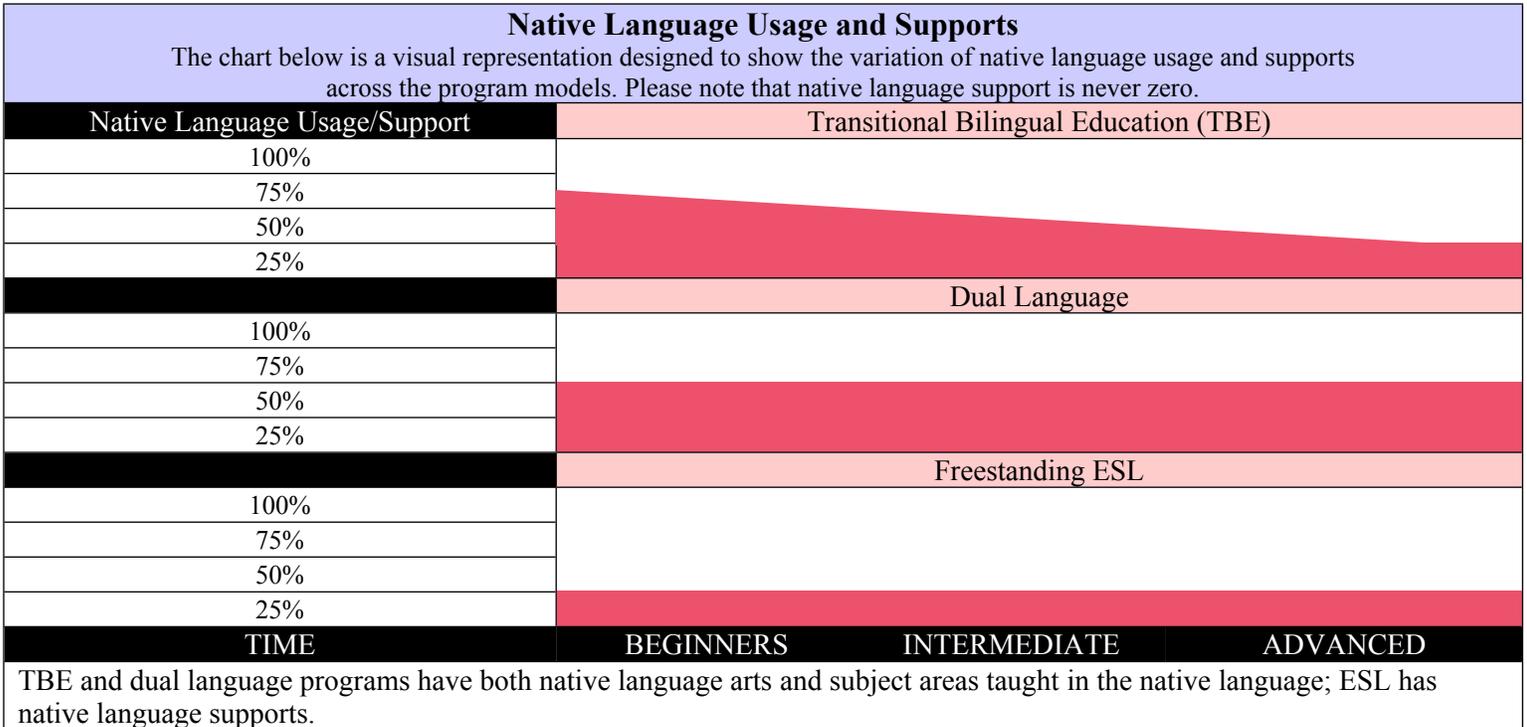
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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 materials used)?

B. Programming and Scheduling Information--Continued

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

8. Small groups work on vocabulary intervention through language analysis, fluency intervention through reading fluency kits, and phonics intervention through Wilson and Foundations programs. Extended day focuses on small groups in Math and/or ELA. All interventions are offered in English for all ELL subgroups, and the native language is used whenever possible to make content more comprehensible.
9. Students who reach proficiency on the NYSESLAT are monitored for two years after reaching proficiency. If students are not successful in class, transitional support is offered based on individual needs, though not on a formal regular basis. This support may be limited to specific content areas as needed. Test modifications are provided for all transitional students for up to two years after passing the NYSESLAT.
- 10./11./12. The nature of the ESL program has been changed from a pull-out model to a push-in model to provide continuity in the classroom. Both teachers work together in a team teaching model to provide differentiated instruction to all students. At present, there is no after school program available. However, a morning extended day program is offered to ELLs. In addition, ELLs can participate in extracurricular activities, such as basketball, cheerleading, and ballroom dancing. We have a dance teacher that teaches content areas through dance and movement. Students learn vocabulary development, cultural differences and similarities, and following directions.
13. Picture dictionaries, books on tape, LeapPad Schoolhouse Program, Fundamentals Magnetic Card Program, reading fluency kits, and picture cards are used to support ELLs in the classroom. Internet access is available for educational websites designed to increase vocabulary and improve grammar. A Wordly Wise Program is implemented to help ELL students increase vocabulary development. Interactive SmartBoard activities are used to enhance English proficiency.
14. Native language support is delivered to the students through bilingual paraprofessionals, bilingual picture dictionaries, bilingual books on tape, and books in the native language. Any teacher working with ELLs who speaks the native language may also deliver instruction in that language in a small group setting. Additionally, a buddy who speaks the same language may provide support by translating instructions and/or assignments.
15. All required services support ELLs' ages and grade levels in line with the curriculum. Resources are age-appropriate and accessible to all grade levels.
16. New student orientation for all parents and students is provided before the beginning of the school year in August. Kindergarten orientation takes place in early September. For Kindergarten students who are newly enrolled before the beginning of the school year, a packet is provided encouraging the parents to work with their children on basic skills that they will need in school. Separation anxiety workshops are also provided by the guidance counselor to help students adjust to their new environment. Parents are encouraged to contact the parent coordinator with any questions or concerns that arise.
17. There are no language electives offered at P.S. 129Q.

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)?

D. Professional Development and Support for School Staff

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

1. All ELL personnel attend grade and faculty conferences devoted to differentiated learning and inquiry work. Bi-monthly grade conferences are held, as well as weekly Thursday morning inquiry meetings. In addition, ELL personnel are given opportunities throughout the year to attend professional development highlighting specific strategies to use with ELL students. Debbie White, ELL Staff Developer will be giving ELL PD throughout the year. She was here on September 12, October 11 and is scheduled to return for two dates in January 9 and 16. We will receive notice from Ms. White when future dates are available. ELL teachers attend meetings and are expected to turnkey this information at monthly grade conferences. Since, most of our ELL students are in free standing classes, ELL teachers articulate with these teachers daily and at their Inquiry meetings.

2. As ELLs transition from Elementary to Middle School, the guidance counselor supports staff and speaks to the class as a whole to give a directory and answer questions the students may have. The guidance counselor is always available for students to see privately if they need additional concerns addressed. The assistant from the middle school comes in to give a summary of expectations and directives. Finally, open houses at the middle school are held throughout the year, and ELLs and their parents are strongly encouraged to attend. Students who are former ELL's are usually placed in ELL classes for the following year after they test out of the program to give them extra support. These children are watched closely and are also placed on the general education side of a team teaching class to give them extra support if needed. We also have an after-school program for ELL's and former ELL's through Title III funding, which will provide ELA and Math support for the months of January, February and March. Two ELL teachers will be teaching those groups.

3. Teachers at P.S. 129 are experienced teachers who have had the 7.5 hours of mandated ESL training. An agenda maintains records of teachers meeting the required training. New teachers receive mentors who assist in this training. ELL teachers, mentor, Betsey Malesardi, Charles Drannbauer, Marsha Vollini and Debbie White, from the CFN, have given PD on using Tier I, Tier II and Tier III words, scaffolding learning, using graphic organizers, using the smartboard, using guided reading strategies, etc. All teachers collaborate during inquiry work to discuss strategies that would best assist ELL students.

E. Parental Involvement

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

1. Monthly arts and crafts workshops and movie nights are offered for parents and students. A Parent Book Club, workshops in content areas and PTA meetings are held each month for parents. Our Parent Coordinator works with the PTA using Title 1 funding for Parent/Child evening shows and special assemblies. Parents are always welcome in our school. Writing celebrations are held monthly in all classrooms and parents are encouraged to attend. An opportunity to meet the teacher is held for the parents at the beginning of the school year. Teachers keep communication open with parents regarding their children to give them the opportunity to express their concerns and address any questions.

2. We partner with EPIC Organization which provides workshops each year for parents.

3. The SLT and PTA are integral parts of our school. At both meetings we learn of parents' needs. We use the Parent section of the Environmental survey as a place to identify parents' needs and wishes. A Preferred Language Report is generated to determine parents' first language. All important documents are translated, including those events from the school calendar. School guides are available in all languages, and translation services are available for parent-teacher meetings and conferences.

4. Parents have requested arts programs, workshops, communication in native language, and hearing about their children's successes. We have addressed these needs by having translated copies of notices, increased arts programs and more workshops (at least 3 per month). We have also given each teacher translated 'success notes' to send home to share children's successes.

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)	13	10	1	4	4	2								34
Intermediate(I)	4	9	5	14	3	4								39
Advanced (A)	10	7	9	6	9	13								54
Total	27	26	15	24	16	19	0	0	0	0	0	0	0	127

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	4	1	1							
	I		3	0	8	3	2							
	A		13	12	7	8	8							
	P		14	9	6	3	6							
READING/ WRITING	B		11	0	0	0	0							
	I		7	5	5	1	1							
	A		5	5	4	5	8							
	P		8	11	8	8	8							

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

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

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

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

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)								
Chinese Reading Test								

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

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

1. Early literacy skills of our ELLs are assessed with the Teacher's College Assessment for Independent Reading Levels. The data from this assessment tool provide information relevant to how the school's instructional plan may be adapted for appropriate differentiation.

2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal the following about the students: In Grade One 43.5% moved up, 25.6% moved down, and 30.7% remained the same. In Grade Two 92% moved up one or more levels, and 8% remained the same. In Grade Three, 30.5% moved up one or more levels, 30.5% moved down, and 38.5% remained the same. In Grade Four, 29.5% moved up one or more levels, and 70.5% remained the same. In Grade Five, 25% moved up one or more levels, 6.25% moved down, and 68.75% remained the same.

3. Patterns across NYSESLAT modalities indicate that students need to improve vocabulary, reading comprehension and writing. When connections can be made to grammatical use in the native language there is also an increase in the understanding of grammar usage in English. Native language support is used in the content areas to increase student understanding of concepts being taught. Bilingual dictionaries are available for students.

4. The majority of students in Grades One and Two had difficulty in the reading section of the NYSESLAT, but scored considerably better in the other sections. Students in Grade Three had difficulty in the reading and writing sections, but scored better in the listening and speaking sections. Students in Grades Four and Five had difficulty in the writing section and scored better in the other sections. Therefore, more emphasis will be placed on skills aligned with the Common Core Learning Standards to improve reading and writing. Reading comprehension will be emphasized with a focus on higher level thinking questions. Grammar, syntax, vocabulary and linking words will be stressed to improve writing.

Students new to this country who take content area tests in their native language fare better than those who take the tests in English. Those students who have been in the United States for four years or more or who are at an advanced level fare better on tests taken in English. Weekly inquiry meetings allow teachers to use the results of the Interim Assessments to drive instruction. They focus on students' weaknesses and help them develop strategies to improve in areas where they have difficulty.

6. We evaluate the success of our ESL program by the increase in the percentage of ELLs that moved up one or more levels as compared to the previous year. Additionally, we use formal and informal assessments, teacher observations, and conference notes, report card grades and parent communication. Curriculum goals and objectives may be adapted and/or adjusted for student achievement in alignment with the Common Core Learning Standards to improve the success of our program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/21/11
	Assistant Principal		10/21/11
	Parent Coordinator		10/21/11
	ESL Teacher		10/21/11
	Parent		10/21/11
	Teacher/Subject Area		10/21/11
	Teacher/Subject Area		10/21/11
	Coach		10/21/11
	Coach		10/21/11
	Guidance Counselor		10/21/11
	Network Leader		10/21/11
	Other		10/21/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q129 **School Name:** P.S. 129

Cluster: 2 **Network:** 204

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.

Our assessment is based on past needs. Leadership Team, Parent Coordinator, teachers, administrators, counselors and parents have all given their input. HLIS forms and ATS reports indicate the language needs. Federal lunch forms and emergency cards were an excellent indication of the needs of the school. All appropriate documents are sent to parents in three translated languages, Spanish, Chinese and Korean. When rush documents are sent out, a 'Please Translate' stamp is adhered to the form. Our all-call services have staff who translate our calls to parents. We also provide translated services at Parent/Teacher Conferences and for all parent meetings.

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

Major findings are included in our school report card and disaggregated data in test results. The report card is distributed to all staff, SLT members and PTA Executive Board members.

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.

The primary need is for three languages, Chinese, Spanish and Korean . Written translation services are needed for the many notices that are sent home. . . school calendar, PTA notices, workshop notices, Parent/Teacher conference notices, class shows, class trips, letters for PTA bulletin, safety issues, etc. Translation services will be provided by in house personnel and the DOE Translation Unit. When it is a rushed notice, a 'Please Translate ' stamp is placed on the notice.

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 provide translators for ELL orientation, PTA meetings, workshops, individual parent meetings, telephone conferences, special events, and Parent/Teacher Conferences. We use in house staff and pay per session teachers, aides and paraprofessionals for after -school events.

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

- A. Written documentation of parents rights regarding translation and interpretation services in appropriate covered languages, and instructions on how to obtain these services, will be provided to parents in September 2011 in our school calendar.
- B. The school will post a sign in each of the covered languages indicating the office where a copy of such notification can be obtained.
- C. The school will fill out the appropriate pages in the school safety plan ensuring that parents in need of language services are not prevented from reaching the school's administrative offices solely due to language barriers.
- D. Parents will be given the Department of Education's website address through our school website and written notices, as well as the school-wide calendar.

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: 129	DBN: 25Q129
Cluster Leader: Charles Admunsen	Network Leader: Diane Foley
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: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" 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: 16 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 12

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: We have analyzed the NYSESLAT scores for children in our ELL program. As a result of this analysis, we found that children do not score proficiency in Listening and Speaking as well as Reading and Writing. These lower scores prevent the students from scoring out of the ELL program. In addition, most of our ELL children cannot attend an after school per session program in our school, due to the needs of the working parents. Most of the ELL's are picked up by private schools for after school babysitting and homework help for most of the working ELL parents. The children remain in these programs until 6-7 PM, a service we cannot provide. Therefore in school services are necessary to assist our children, with a small component for some ELL children in grades 4 and 5 after school and a parent component both during and after school.

We will provide a supplementary music teacher from the Brooklyn Conservatory of Music for students in grades 3-5 ELL classes, including ELL, F-ELL and English Proficient students for 30 sessions. This is in addition to mandated ELL services. The music teacher will teach songs and dances from native cultures to each class. Each class will receive instruction for a 10 week cycle, one per week for one period which total 10 periods for each of our third through fifth grade ELL classes. Grade 3 will receive this instruction from February through March. Grades 4 and 5 will receive this instruction from April through June. In addition to vocal music, recorder will be taught to third grade students. Teachers will follow up with social studies and literacy units. Children will learn to read through music.

In addition, we will have an after school literacy and math through the content areas for our students in grades 3,4, and 5. We have 22 ELL children in Special Education classes, 13 Former ELL's in Grade 3 and 21 ELL's in Grade 3; 24 Former ELL's in Grade 4 and 17 ELL's in Grade 4 and 28 Former ELL's in Grade 5 and 17 ELL's in Grade 5. The is a total of 120 students. We will offer the after- school program to these children and project that approximately 40 will attend. The class will be held on Tuesdays for 1.5 hours for 12 weeks. Two ELL teachers will teach the classes. Anna Cerilli and Denise DiLiberti, our ELL teachers will teach the classes.

The Blueprint for the ARTS standards consist of:

1. Creating Performing and Participating in the Arts
2. Knowing and using arts materials and resources

Part B: Direct Instruction Supplemental Program Information

3. Responding to and analyzing works of art

4. Understanding the cultural dimensions and contributions of the arts

Students will respond in both written and oral language their understanding and interpretation of the music that they see, do, and read about. Students will recognize the cultural features and understand the function of music within a diverse society.

When music and movement are integrated within the daily curriculum, engaging and numerous learning experiences transpire for early childhood learners (Chauhan, 2004; Royka, 2002). Besides being "fun" for most children, kinesthetic activities can help young learners, especially English language learners, develop decoding skills, fluency, vocabulary, syntactic knowledge, discourse knowledge, and metacognitive thinking (Sun, 2003). Teaching language skills through drama and movement gives children a context for listening and meaningful language production, provides opportunities for reading and writing development (Chauhan, 2004), and involves children in reading and writing as a holistic and meaningful communication process (McNamee, McLane, Cooper, & Kerwin, 1985). In addition to the development of gross and fine motor coordination skills, creative expression and thinking, social interaction, problem solving, cooperative play, rhythm, and rhyming skills can be enhanced. The ESL Standard #5 talks about cross cultural identification, which will be met through our music program.

Part C: Professional Development

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

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

Begin description here: Our teachers will receive training through CFN Network 204 and the ELL liaison, Debbie White. We will schedule Ms. White to come to our school to meet with the teachers on Thursday mornings for 45 minutes for 5 weeks in January. Scaffolding, Tier I and II words; Creating Juicy sentences, Vocabulary Building techniques and Comprehension strategies will be the topics for professional development. In addition, the teachers will receive professional development with the supplemental music teacher from the Brooklyn Conservatory of Music, weekly, to show how incorporating music into the day will inspire and assist ELL children. Parents will be notified in January by letter of the upcoming program and letters will be translated. Follow-up phone calls will be made.

Part D: Parental Engagement Activities

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: Our Parent Coordinator and ELL teachers will hold Parent Workshops using video tapes to help our non-English Speaking Parents learn the English language. These workshops will be held during the day. Our ELL teachers will hold after school workshops to accommodate the parents, as well. Translators will assist. Parents will be notified in January by letter of the upcoming program and letters will be translated. Follow-up phone calls will be made. will assist, as well as ELL teachers.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	$50.06 \times 2 \times 1.5 \times 12 = 1800.72$ $50.06 \times 1.5 \times 12 = 901.08$ $10 \text{ days} \times 167.60 = 1676$	per session for 2 ELL teachers for 12 weeks for 1.5 hours; per session for supervisor; per diem for classroom teachers to attend ELL workshops and professional development
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	30 days at 280 per day 8400	supplemental music teacher from Brooklyn Conservatory of Music
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	3874.20	supplies and books
Educational Software (Object Code 199)		
Travel		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL	16652	