



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S.121X THROOP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X121

PRINCIPAL: Rachel Donnelly EMAIL: rdonnel@schools.nyc.gov

SUPERINTENDENT: Elizabeth White

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
Rachel Donnelly	*Principal or Designee	
Katherine Bormann	*UFT Chapter Leader or Designee	
Karen Rose	*PA/PTA President or Designated Co-President	
Valerie Green	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	
Maria Scher	Member/UFT	
Gloria Martinez	Member/UFT	
Jayne Suglia	Member/UFT	
Brienne Kiely	Member/UFT	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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.
By May 2012, 80% of K-5 students will progress one level in reading as measured by Fountas and Pinnell levels and one level of comprehension as mapped, monitored and scored by the whole school comprehension rubric.

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.
- Priority area for improving student performance based on progress report.
- A review of the **NYC Progress Report** shows there has been a decrease in students performing at levels 3 and 4 in the NYS ELA Exam. As of June 2011, 45.3% of students are meeting or exceeding standards in ELA. In 2010, 47.2% performed at level 3 or higher.
- A review of the **NYC Progress Report** (2010/11) also shows a decrease in the number of students making at least one year progress in ELA. 57.0% of our students made one year's progress in ELA in 2011. This percentage decreased 10.0% from 67.0% in 2010.
- A review of our **NYStart Summary Report in ELA** 2010 and 2011 information for **3rd grade** shows a 9.0% decrease in level 1. A 12.0% increase in level 2. A 5.0% increase in level 3 and a 7.0% decrease in level 4.
- A review of our **NYStart Summary Report in ELA** 2010 and 2011 information for **4th grade** shows a 2% decrease in level 1. A 5.0% decrease in level 2. A 6.0% decrease in level 3 and a 1.0% increase in level 4.
- A review of our **NYStart Summary Report in ELA** 2010 and 2011 information for **5th grade** shows an 11.0% increase in level 1. 4.0% increase in level 2. A 6.0% decrease in level 3 and an 8.0% decrease in level 4.

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,
- Professional development with literacy consultant and coaches, revisiting running records and miscue analysis and using these tools to develop aligned and specific plans for next steps in reading instruction
- Time scheduled with literacy consultant for Looking at Student Work with running records and developing clear plans for next steps within Balanced Literacy components, utilization of comprehension rubric during conferencing, planning units of work and accounting for all students' writing needs through differentiated activities
- "Looking at Student Work" sessions in cyclical professional development sessions and grade level teaching teams to review comprehension strategies of whole class and individuals and review students' progress to account for every student's needs
- Analysis of reading units of work (Fall, 2011) to check for CCSS alignment and gaps evident. Teachers work in grade level teams to adjust curriculum maps
- Analysis of questions with running records to ensure appropriate guided reading levels
- Students meta-cognitively develop, and monitor progress in achieving reading comprehension goals through reflecting on rubrics and next steps required to develop critical literacy skills
- Electronically developed student reports on progress in reading comprehension sent home to parents each marking period and used as basis for reporting

progress and students' needs at parent/teacher conferences

- Electronically developed student reports and graphs used as basis of data analysis sessions at meetings to plan for alignment of data to instruction
- Small group strategy/Guided Reading lessons utilize data to meet specific needs of students

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

- Literacy Consultant, Coaches, Teachers, Inquiry Grade level teams, SETSS Teachers, Assistant Principal

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

- The school will continue to support all teachers in gathering and analyzing data on different assessments available.
- Data meetings to discuss next steps
- Data Wall
- Use of ARIS and Acuity
- Use of the Response to Intervention Model

d) timeline for implementation.

- September 2011-June 2012

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.
- Provide monthly parent workshops, conducted by teachers and coaches on different ELA strategies
- Parent trainings conducted by Learning Leaders to discuss reading levels and the Fountas and Pinnell reading program
- Information dispersed to parents about reading programs available at public library.
- Encourage parents to participate class read-alouds
- Send constant reminders for parents to log onto school website for teacher input
- Provide reminders for the UFT Dial-A-Teacher Homework help resources.
- Provide links via the school web page in Reading/ELA

Please see PIP on pages 22-27

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - We provide all teachers with a great deal of support and training.
 - Provide high quality, ongoing Professional development with Literacy consultant and coaches
 - Network with colleagues about teachers on Open Market to overcome barriers presented due to hiring freeze

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 house two Pre-Kindergarten programs to promote early literacy and math as well as early intervention.
 - Parent coordinator provides parenting workshops to educate parents regarding strands and current curriculum.
 - PA meetings expose parents to job opportunities, GED opportunities, health care, insurance.

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.

Title 1 SWP, Fair Student Funding funds for:

Literacy consultant, coaches, teachers, Inquiry Grade level teams, SETSS Teachers, Assistant Principal

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.

To increase the achievement levels of the boys and girls in the lowest third, identified and diagnosed as being “at-risk” through the Early Childhood Assessment in Mathematics to at least one level on the Numeration continuum by June 2012.

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.
- Priority area for improving student performance based on progress report.
- A review of our Progress Report showed there was a decreased of 16.5% for the School’s lowest third in mathematics.
- A review of the **Progress Report** shows that all students making at least one year gain in mathematics decreased from 57.0% in 2010 to 50.0% in 2011. That is a drop of 7.0%. Our students in the bottom 1/3 school wide also decreased, from 67.0% (2010) to 50.5%. This represents a drop of 16.5%.
 - A review of our **NYStart Summary Report in Mathematics** 2010 and 2011 information for **3rd grade** shows a 4.0% decrease in level 1. A 11.0% decrease in level 2. A 16% increase in level 3 and a 2.0% decrease in level 4.
 - A review of our **NYStart Summary Report in Mathematics** 2010 and 2011 information for **4th grade** shows a 5.0% increase in level 1. A 13% decrease in level 2. A 2.0% decrease in level 3 and a 10% increase in level 4.
 - A review of our **NYStart Summary Report in Mathematics** 2010 and 2011 information for **5th grade** shows a 5.0% increase in level 1. A 3.0% increase in level 2. A 1% increase in level 3, and a 9.0% decrease in level 4.

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,
 - Review identification of students from last year’s diagnostics
 - Form Data Inquiry Team focused on this cohort of children and follow action research cycle focused on teachers working collaboratively to diagnose, analyze data, plan for, implement and evaluate specific intervention experiences aligned to students’ needs
 - Implement individual diagnostic interviews to ascertain specific needs of students
 - Ensure professional development focuses also on Numeration and Number Sense to build teachers’ content and pedagogical knowledge further
 - In relation to Tier One instructional practices, implement PS 121’s Mathematics K-5 pacing calendars incorporating tiered, differentiated Workshop Model Everyday Math lessons, aligned to CCLS, Guided Math intervention sessions and incorporating a focus on the Mathematical Practices and higher order

thinking through various levels of problem solving including, Exemplars' tasks, Open Response tasks and the CCLS aligned unit of work and performance tasks

- Coach teachers as per identified needs in various aspects of balanced mathematics instruction, using assessment to inform teaching and learning
- Align all after-school extended day Rtl groups to effective mathematics instruction by : a) Identifying students who are not at grade level standard as measured by further diagnostic tools eg. Numeration/Operations CCLS-aligned Diagnostics, Basic Facts grid b) Forming teacher teams to work with these students after-school c) Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to after-school instruction, focused on students' specific misconceptions and needs
- Test Prep- implement more specifically aligned and balanced mathematics based test prep unit of work as indicated by students' mathematics needs

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

Teachers, Inquiry Team, Math Coach, Cluster teachers, AUSSIE Consultant

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

- The school will continue to support all teachers in gathering and analyzing data on different assessments available.
- Data meetings during common planning time to discuss next steps
- Data Wall
- Use of ARIS and Acuity
- Tiered Math lessons decided based on data from ECAM
- Booker Profiles assessments to evaluate individual student needs and progress

d) timeline for implementation.

- September 2011- Ongoing

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.
- Provide monthly parent workshops, conducted by teachers and coaches on different math strategies
- Provide parent trainings on Math games
- Parent trainings conducted by Learning Leaders to discuss math help
- Provide constant reminders for parents to log onto school website for teacher input
- Provide reminders for the UFT Dial-A-Teacher Homework help resources.
- Provide links via the school web page in math
- Conduct bi-annual workshops on At-Risk Services

Please see PIP on pages 22-27

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - We provide all teachers with a great deal of support and training.
 - Provide high quality, ongoing Professional development with Math consultant and coaches
 - Network with colleagues about teachers on Open Market to overcome barriers presented due to hiring freeze

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 house two Pre-Kindergarten programs to promote early Literacy and math as well as early intervention.
 - Parent coordinator provides parenting workshops to educate parents regarding strands and current curriculum.
 - PA meetings expose parents to job opportunities, GED opportunities, health care, insurance.

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.
 - Scheduling common preparation periods weekly and aligning consultancy schedule to ensure expert facilitation of teacher teams' looking at student work and
 - CCLS aligned planning
 - Fair Student Funding, Title I SWP, Title I funds for:
 - Mathematics coach and external consultant appointed, Teachers, Data Inquiry Team
 - Per Session for teachers in after school is being funded by Title I funds.

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, all grade level teacher teams will plan for and implement rich performance tasks embedded within a rigorous unit of work aligned to CCLS and evaluate and analyze student work in terms of instructional implications.

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.

Priority area for improving student performance based on progress report. After conducting our needs assessment, the SLT determined that aligning literacy and math instructions with the new standards will increase academic rigor and have a positive effect on student performance and progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
- As per Chancellor's Instructional Expectations 2011/2012, grade level teacher teams to examine NYCBOE units of work according to Universal Design for Learning principles and Understanding by Design structure as well as develop clarity of understanding with effective teaching practice and content for unit implementation,
 - a) Literacy – students will complete a task that requires them to analyze informational text and write opinions and arguments in response.
 - b) Math – students will engage in cognitively demanding tasks that requires them to demonstrate their ability to model with math and to construct and explore the reason behind arguments to find a viable solution
- Grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy and mathematics instruction for all sub groups,
- Implement PS 121 teacher-developed, CCLS aligned units of work, monitor and revise as needed and develop further CCLS aligned integrated units,
- Coach teachers as per individually identified needs in specific aspects of the core components of balanced literacy and mathematics instruction, using assessment to inform teaching and learning (data-driven, job-embedded professional development for teachers in terms of reading and math instruction)
- Professional development for teachers to focus on specific daily effective teaching practices (Math & Literacy) to meet each student's needs
- As per Chancellor's Instructional Expectations 2011/2012, conduct 'Looking at Student Work' sessions with teachers, utilizing LASW protocols to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice (Fall), b) analyze student work of rich performance task (Literacy) and develop consistency of judgments utilizing CCLS aligned rubrics (Spring), c) analyze each grade's Literacy & Math assessments with Hess's matrix of cognitive rigor to check for balance and range of higher order thinking skills being assessed,
- Through team meetings, teachers will develop a shared understanding of success as defined by new standard as well as develop consistency in understandings of scoring with CCLS aligned rubrics
 - b) staff and other resources used to implement these strategies/activities,

- Literacy/Math Coaches, Consultants appointed
 - Teachers
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Time scheduled for teachers with consultants and coaches to look at Student Work during Professional development, Professional Learning Time, Common planning time
 - Share understanding of success as defined by new standard as well as develop consistency in understandings of scoring with CCLS aligned rubrics
 - Data meetings to discuss next steps
 - Use of Hess's Matrix
 - Use of ARIS, Acuity, EDM Unit Test
 - Use of Fountas and Pinnell assessments
 - Running Records
 - Assessments Portfolio
 - ECAM math diagnostics
- d) timeline for implementation.
- Fall 2011-Ongoing

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.
- Conduct parent workshops in November & March that outline what questions to ask during parent teacher conferences
- Provide parents with the Grade-Specific guidelines of what their children should master for each grade
- Address the importance of logging onto ARIS at each meeting and making a computer and laptop available at all parent activities for parents to log on
- Provide constant reminders for parents to log onto school website for teacher input
- Provide reminders for the UFT Dial-A-Teacher Homework help resources.
- Provide links via the school web page in enrichment and extracurricular activities

Please see PIP on pages 22-27

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - We provide all teachers with a great deal of support and training.
 - Provide high quality, ongoing Professional development with Literacy consultant and coaches
 - Network with colleagues about teachers on Open Market to overcome barriers presented due to hiring freeze

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 house two Pre-Kindergarten programs to promote early Literacy and math as well as early intervention.
 - Parent coordinator provides parenting workshops to educate parents regarding strands and current curriculum.
 - PA meetings expose parents to job opportunities, GED opportunities, health care, insurance.

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.
 - Scheduling of Teacher Teams' Common Preps for meeting
 - Further scheduling as needed for teacher teams
 - Title 1 funds, Title 1 SWP, FSF, Contract for Excellence for:
 - Literacy, Math coaches, Consultants appointed, teachers

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, the Principal and Assistant Principal will implement quality actionable feedback to each teacher at PS 121 focused on effective teaching and learning, so as to maximize student outcomes.

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.

After conducting our needs assessment, the SLT determined that in order to improve teacher quality and effectiveness, teachers must be provided with a research-based framework for effective teaching as a guide to articulate clear expectations for classroom practice.

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,
 - Principal will use a research-based framework for effective teaching as a guide to articulate clear expectations for classroom practice, although the framework will not specifically be used for evaluation
 - Introduce Chancellor's Instructional Expectations 2011/2012 regarding ongoing actionable feedback focused on effective teaching, to all staff to build shared understandings and consensus of processes and organizational/ structural issues, pertinent to PS 121
 - Principal, Assistant Principal and coaches will hold bi-weekly meetings to demonstrate, through professional development videos and looking at student work, what effective teaching looks like, and how it leads to effective student learning
 - Principal and Assistant Principals to attend further training regarding implementation of research-based teacher effectiveness rubrics to use in informal observations to ensure consistency of practice and feedback, including investigating options for utilization of electronic devices with observation/ feedback process, incorporating effective teaching technology resources
 - Develop and implement weekly schedules for administrative team to ensure informal observations are regularly scheduled so as to ensure ongoing regular actionable feedback for each teacher at PS 121. Each administrator will conduct short observations of one grade per day, in addition to scheduled formal observations.
 - Develop and implement clear processes for engaging in short, frequent cycles of classroom observation and feedback and communicate to staff
 - Schedule regular monthly administrative meetings to collaboratively share feedback so as to build consensus of understanding, as well as consistency and clarity in expectations for teacher practice, guided by a research-based teacher effectiveness set of rubrics
 - Purchase further study materials/ texts/electronic tools such as PD 360 to build administrators' knowledge of teacher effectiveness rubrics as well as facilitating professional conversations including actionable feedback/ reflective questions
 - b) staff and other resources used to implement these strategies/activities,

- Principal, Assistant Principal
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Schedule regular weekly administrative meetings to collaboratively share feedback so as to build consensus of understanding, as well as consistency and clarity in expectations for teacher practice, guided by a research-based teacher effectiveness set of rubrics
 - d) timeline for implementation.
 - December 2011-June 2012

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.
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

Please see PIP on pages 22-27

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - We provide all teachers with a great deal of support and training.
 - Provide high quality, ongoing Professional development with Literacy and Math consultant and coaches
 - Network with colleagues about teachers on Open Market to overcome barriers presented due to hiring freeze

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 house two Pre-Kindergarten programs to promote early Literacy and math as well as early intervention.
 - Parent coordinator provides parenting workshops to educate parents regarding strands and current curriculum.

- PA meetings expose parents to job opportunities, GED opportunities, health care, insurance.

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.

TL Fair Student Fund will be used for: Principal, Assistant Principal

ANNUAL GOAL #5 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 #5

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

By June, 2012, the following groups will demonstrate progress as indicated in the progress report:

- 43% of ELL's tested will demonstrate one year's progress in ELA
- 47% of Black and Hispanic males in the lowest third citywide will demonstrate one year's progress in ELA
- 44% of tested ELL students will demonstrate one year's progress in Math
- 41% of Black and Hispanic males in the lowest 1/3 citywide will demonstrate one year's progress in math

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.

- Closing achievement gap. Students in the lowest third are not making exemplary progress. According to our Progress Report there was a decreased of 8.4% from 2010 to 2011.
- A review of **The New York School Report Card (2010-2011)** data shows that the percentage of students scoring at level 3 and 4 significantly decreased for all subgroups. Additionally, our data indicates that our Limited English Proficient students in grades 4 and 5 performed below our English Proficient students in ELA. Our SWD (Students with Disabilities) subgroup did not make Adequate Yearly Progress in ELA.
- A review of our **NYStart Summary Report in ELA 2010 and 2011** information for Limited English Learners shows a 7% increase students who scored level 3 and above in Grade 3. A 20% decrease in Grade 4. Students in 5th Grade consistently did not score at level 3 and above.
- A review of our **NYStart Summary Report in Mathematics 2010 and 2011** information for Limited English Learners shows a 53% increase in Grade 3. An 11% decrease in 4th Grade and 11% increase in 5th Grade in the number of ELL who scored at level 3 and above.

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,

- Instructional coaches, along with ELA and math consultants will work with intervention teachers to assess students' strengths and to diagnose and remediate their weaknesses.
- Coaches, consultants, administration and classroom teachers will work together to provide appropriate interventions for students in the above categories
- Coaches, with input from literacy and math consultants, will design an after school intervention program that will specifically address the needs of the above at-risk students
- Aligned to Response to Intervention assessment principles, at-risk students will be assessed three times a year (Universal Screening), with monthly running records in between (Progress Monitoring). Teachers will meet during common planning time to discuss running records, miscue analysis and their instructional implications
- Acuity scores will be analyzed and students will be given practice to help improve reading and/or math skills

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

- Coaches, Math Consultant, Assistant Principal, Intervention Teachers

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

- Time scheduled for teachers with consultants and coaches to look at Student Work during Professional development, Professional Learning Time, Common planning time
- Share understanding of success as defined by new standard as well as develop consistency in understandings of scoring with CCLS aligned rubrics
- Data meetings to discuss next steps
- Use of Hess's Matrix
- Use of ARIS, Acuity, EDM Unit Test
- Use of Fountas and Pinnell assessments
- Running Records
- Assessments Portfolio
- ECAM math diagnostics
- Running Records
- NYSESLAT

d) timeline for implementation.

- September 2011- Ongoing

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.
- Provide constant reminders for parents to log onto school website for teacher input
- Provide reminders for the UFT Dial-A-Teacher Homework help resources.
- Provide links via the school web page for ELL events and services
- Conduct bi-annual workshops on At-Risk Services
- Assist ELL teacher with parent Communication and outreach for monthly ELL parent Workshops

Please see PIP on pages 22-27

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - We provide all teachers with a great deal of support and training.
 - Provide high quality, ongoing Professional development with Literacy and Math consultant and coaches
 - Network with colleagues about teachers on Open Market to overcome barriers presented due to hiring freeze

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 house two Pre-Kindergarten programs to promote early Literacy and math as well as early intervention.
 - Parent coordinator provides parenting workshops to educate parents regarding strands and current curriculum.
 - PA meetings expose parents to job opportunities, GED opportunities, health care, insurance.

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.
 - Title 1 funds, Title 1 SWP, FSF, Contract for Excellence for:
 - Literacy, Math coaches, Consultants appointed, teachers

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	30	40	N/A	N/A	2	0	3	0
1	25	15	N/A	N/A	1	0	1	0
2	20	18	N/A	N/A	2	0	2	0
3	21	35	N/A	N/A	3	0	1	0
4	30	26	0	0	2	0	3	0
5	50	45	0	0	4	0	5	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	Small group instruction during the school day, ELA test preparation; comprehension skills/strategies instruction; Type 2 and Type 3 writing instruction., Fountas and Pinnell Intervention Program
Mathematics	Small group pull-out intervention using math games for children who are more than 1 year below grade level during the school day. Push-in during Math block time to target needy children; rotating flexible groups utilizing EDM. Mathematics test prep using NYS test prep, Acuity, Ready during the 35 minutes in small group setting.
Science	Prepare students for the 4th Grade science test using FOSS, Type2 and Type 3 writing and hands-on experiments. Small group instruction during the school day.
Social Studies	Building curriculum units around social studies units from core curriculum
At-risk Services provided by the Guidance Counselor	To provide individual and small group counseling to students at risk both during the school day and in the 35 minutes intervention period. This includes both academically and behaviorally at risk students.
At-risk Services provided by the School Psychologist	Counseling to parents regarding learning and behavioral issues and crisis intervention is provided individually to students and/or their parents during the 35 minute period, during school day.
At-risk Services provided by the Social Worker	Counseling for general education students who are at-risk of being referred for special education evaluations. Services are offered within school hours.
At-risk Health-related Services	N/A

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

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

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

PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

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

P.S.121x agrees to implement the following statutory requirements:

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

- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S.121x will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Give parents the parent involvement plan at the start of the school year
 - Invite parents to sit on School Leadership Team and join Parent/Teacher Association for voting rights.
2. P.S.121x will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Inform parents of developments as they coincide with SLT meetings
3. P.S.121x will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Curriculum based workshops
 - Technology training
 - Explanation of Progress Report, Learning Environment Survey, ARIS and Acuity
4. P.S. 121x will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Pre-Kindergarten, Gifted and Talented Programs, Fountas and Pinnell, Everyday Math
 - Curriculum based workshops
 - Technology training
 - Explanation of Progress Report, Learning Environment Survey, ARIS and Acuity
5. P.S.121x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - How: Learning Environment Survey
 - Who: Parents Teacher Association, Leadership Team
 - Role: Using parent's expertise to target areas that need improving

6. P.S.121x will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Test Prep workshops
 - Monthly meetings with staff (principal, teachers, guidance counselor, support staff, etc.) to discuss preventative methods for their children's learning
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Conducting hands-on child/parent workshops
 - Literature Night
 - Math Night
 - Technology workshops
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Involving more parents in the Leadership Team
 - Student/staff activities
 - Children's performance: concerts, spelling bees, plays, etc.
 - Parent/Teacher workshops
 - Utilizing parents as volunteers in the classroom
 - Inviting Parents to join the Building Community Committee
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Parent-Library access
 - Volunteer program (Parent/Community)
 - Parent Read-A-Loud activities (37.5 minutes)
 - Provide internet access to parents

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - E-mail distribution list
 - Learning Environment Survey sent home in appropriate languages
 - Letters notifying parents of information related to the school and parent- programs, meetings, and other activities
 - Flyers with tear- off inviting parents to meetings
 - Convenient hours for workshops
 - Monthly Calendar
 - Assistance to parents with any type of school related communication (i.e. letters to teachers, referrals, doctors notes)
 - Information related to the school and parent- programs, meetings, and other activities will be posted on the school website.

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

- To involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- To provide professional development activities for parents through family reading, math, science nights
- Title 1 school funds will pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- To work closely with the Parents/Teacher Association to create a viable school volunteer program
- School meetings will be arranged at a variety of times, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement
- Develop appropriate roles for community-based organizations and businesses
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
- To hold an annual Parents' Advisory Council meeting each year to inform parents of Title One, Special Education and ELL students of their rights and responsibility
- To provide to our students an enriching interactive curriculum that will be engaging and fosters academic rigor

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Minutes. This policy was adopted by the P.S.121x on November 4, 2012 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1.

School-Parent Compact

P.S. 121, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

P.S.121x agrees:

1. To involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
2. To provide professional development activities for parents through family reading, math, science nights
3. The school will pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. To work closely with the Parents' Association to create a viable school volunteer program
5. School meetings will be arranged at a variety of times, with parents who are unable to attend those conferences at school
6. Adopting and implementing model approaches to improving parental involvement
7. Develop appropriate roles for community-based organizations and businesses
8. Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
9. To hold an annual Parents' Advisory Council meeting each year to inform parents of Title One, Special and ELL students of their rights and responsibility
10. To provide to our students an enriching interactive curriculum that will be engaging and fosters academic rigor
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

II. Parent/Guardian Responsibilities:

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

- To become involved in the education of their children and to support remedial and enrichment activities performed at school with their children
- To put forth a concerted effort to assist their children at home and to constantly emphasize the importance of a good education
- To offer whatever time is available to assist the school with the proper education and supervision of their children
- To support the classroom teachers by attending conferences and following through with suggestions for improvement and enrichment
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- By checking the school website regularly
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- To attend Family Nights to promote a home-school connection as well as to strengthen families ties.
- To monitor that their children attend school every day and arrive on time.
- By making sure my child(ren) is in full uniform and following their personal code.

III. Student Responsibilities (Grades Pre K-5)

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

- Follow our P.S. 121 School Pledge and live our Personal Codes

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11x121

School Name: Public School 121

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school was identified for not meeting AYP in ELA for students with disabilities in Grades 3-5. We have explored specific academic issues that could have contributed to this:

- Students with disabilities received academic intervention from SETSS teachers, however, the classroom teacher was not meeting with them often enough for literacy.
 - The assessments used did not clearly identify what the students needed
 - Strategies taught did not promote a high level of academic rigor in comprehension skills
 - Students needed strategies to decode words that go beyond phonics instruction
 - Spelling instruction was random. Students would memorize words for a test, and have no strategies to remember them.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Coaches, along with the literacy consultant, have identified students that are one, two and three years below grade level, using the Fountas and Pinnell assessment. They have created schedules where they will be seen for guided reading by the classroom teacher, along with the SETSS teacher, giving them 7 periods a week of direct instruction.
 - We have switched from the IRLA assessment to Fountas and Pinnell, along with formal and informal running records.
 - New curriculum maps are aligned to the common core standards. Teachers are using standards based strategies with all students.
 - We are using Words Their Way sorts to teach students to decode using structure.
 - Spelling instruction is based on Words Their Way as well. Students sort words, play games, use words in context. They learn to spell based on the structure and pattern.

Part B: For Title I SINI Schools Only

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

- \$69,000 for AUSSIE consultant to evaluate our programs, and assist with professional development of teachers with running records, guided reading and writing
 - \$10,000 for a consultant to assist us with putting our data into a more friendly format and analyzing it.
 - \$35,000 for an extended day program for test preparation, targeted to students' needs
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- SETSS teachers will be re-trained by consultant and literacy coaches, using the Fountas and Pinnell Intervention Kit which defines specific strategies to use for teaching based on students' needs.
 - Literacy consultant, along with coaches will create lab sites for excellent guided reading instruction. We will use fishbowls and intervisitations, along with formal and informal observations to monitor and guide teachers.
 - Literacy coaches will give teachers a calendar for Words Their Way instruction. They will model it and provide materials to teachers.
 - Extended day program provides targeted instruction to at risk students, using the testing format. This will take place from October through April.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- Principal will send a letter home to parents, provided by the state, on school letterhead.
 - Principal will present the SINI information to parents at a Parent Teacher's Association Meeting. She will describe steps that are being taken to correct this.

**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 Maria Quial	District 11	Borough Bronx	School Number 121
School Name The Throop School			

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

Principal Ms. Rachel Donnelly	Assistant Principal Ms. Gloria Martinez
Coach Ms. Jane Suglia	Coach Ms. Nancy McCarthy
ESL Teacher Ms. Dominique Massaro	Guidance Counselor Ms. Rhona Lebowitz
Teacher/Subject Area Ms. Maria Scher	Parent Ms. Karen Rose
Teacher/Subject Area Ms. Claudine Mazzarona	Parent Coordinator Ms. Romona Brunson
Related Service Provider Ms. Ellen Roux	Other Ms. Grace Ottinger
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	2	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	1		

D. School Demographics

Total number of students in school	1005	Total Number of ELLs	40	ELLs as share of total student population (%)	3.98%
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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. 

At registration each parent is presented with the Home Language Identification Survey (HLIS). A certified and licensed ESL teacher, the pupil personal secretary and a translator (Spanish Speaking) are present to administer the survey and conduct an informal interview with the parent or guardian and child. If a language other than English is indicated the ESL teacher then determines whether the child is eligible for the LAB-R exam. According to the number of questions, where another language has been identified other than English, the child will then be administered the LAB-R exam. The LAB-R exam will be given within 10 days of the child's registration date. If a child falls below the LAB-R cut score and their first language is Spanish they are then administered the Spanish LAB to determine their proficiency in their native language. The Spanish LAB is administered by our Spanish speaking pedagogues. The proper testing modifications are followed as well. This test is then hand scored to determine placement and language proficiency. The child is then placed accordingly as a result of the score (beginning, intermediate, and advanced). These children are serviced by a fully licensed and certified ESL teacher (Ms. Massaro) working in collaboration with the Classroom Teachers who are trained and use ESL strategies, methodology and practices. Annually all ELL children are given the NYSESLAT, by a certified and licensed teacher (Ms. Massaro) adhering to the proper testing modifications needed. The ATS report used is RLER to determine NYSESLAT eligibility. The results of the NYSESLAT provided data to help track each child's progress/needs in the four modalities of Listening, Speaking, Reading and Writing. Using these results children are placed accordingly for the next school year. Every fall parents are notified, through letters in their native language when needed, their child's level and placement. The needs/strengths of each child are evaluated and planned for by the ESL teacher in conjunction with the classroom and cluster teachers using a differentiated approach to help meet their individual needs.

2. Parents are invited in through 1-1 meetings, small groups and open school night. We provide the opportunity where questions can be answered in a personal and comfortable atmosphere. Parents are provided with pamphlets and literature both in English and in their native language when needed. This information helps to further explain the 3 program choices, Transitional Bilingual, Dual Language and ESL. These programs were discussed during the informal interview, our oral conversations and are further discussed at meetings. The meetings are held by the ESL teacher, fellow pedagogues and translators are made available when necessary. Parents are also shown a video tape regarding the three program choices available. The video is presented in the language that is most comprehensible for the parent. At this point in time, our numbers are not reflective of a Bilingual or Dual language program. If in the case a parent does choose TBE or DL the steps taken are as follows: Locate a school within the district that offers the needed program. If there are no openings place the child on a wait list. The child will be placed in the appropriate placement within our school and serviced until an opening becomes available.

3. Our process for the distribution of entitlement letters are through 1-1 meetings, small group meetings and open school night. At these meetings entitlement letters, parent survey and program selection forms are presented to the parents by Ms. Massaro. Folders are made available housing all the necessary forms in the native languages needed. We encourage all parents to fill out these forms at the present time where we can discuss the importance of the forms and any problems/concerns they may have. Ms. Brunson, our parent coordinator, also is part of these meetings to help to inform and address the needs of the ELL parents. These important documents are discussed with the parents to ensure they understand their program choices. These documents are collected, copied and stored in the ESL room in each child's individual folder. The original parent choice form is placed in the child's Cumulative folder.

4. The criteria used to initially place ELL students are the results of the LAB-R. As of now, we implement a Freestanding English as a Second Language Program. This program includes two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English and ESL methodologies. Our program which is offered is discussed and explained to the parents at our initial meeting discussed in prior answer #3. Translators and literature (in native language) are available to meet the needs, concerns and questions of the parents. Placement Letters are copied and stored in the ESL room. The original document is placed in the child's Cumulative folder. Entitlement letters are printed with a tear off so the parents may sign and return these tear offs to ensure that they are aware that their child will continue to receive ESL services. This tear off is also stored in the child's folder in the ESL room. At the present time we are honoring our parent's choice with our Freestanding ESL service. Communication with our parents is on going. Our Parent Coordinator is very helpful in all areas. Memos, meetings and workshops are given throughout the year inclusive of ELL parents. Translators and literature in native languages are provided to the best of our ability when needed. ELL children are grouped heterogeneously in each grade. The ESL teacher works in collaboration with the classroom teacher to differentiate instruction accordingly.

5. At the present time PS 121 offers a Freestanding ESL Program. At this point in time, none of our parents prefer a Dual language or Transitional Bilingual Program. They are explained that it is their right to place their child in these programs if interested. They are also further explained if our ELL numbers meet the criteria and the parental request is there we would then take the necessary steps to open a Bilingual room in our school. Also, they are given the opportunity if desired for us to locate a school within the district who offers their program of choice if our numbers do not meet the criteria to accommodate. These forms are reviewed, by the ESL teacher and administration to ensure we are aligning with our parents request and the original is then placed in the Cumulative folder of the child. We are currently meeting all Parent's request for ESL services.

6. Yes currently for the 2011-2012 school year the program at our school align with what the parents have been requesting.

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	1													1
Push-In		2	2	2	2	2								10

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	1	2	2	2	2	2	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34		4	5			1			40
Total	34	0	4	5	0	0	1	0	0	40

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	3	6	7	5								31
Chinese														0
Russian														0
Bengali														0
Urdu		1	1	1	1									4
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	1		1											2
TOTAL	6	6	5	7	8	5	0	37						

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. PS 121 is using a push in model to grades 1 – 5. Kindergarten is being taught by a licensed and certified ESL teacher. ESL children are heterogeneously grouped within 1 classroom. The ESL teacher will work in collaboration with the classroom teacher addressing the needs of the ESL children. To strengthen our ELL children’s skills we scaffold instruction, use real life experiences to help build upon higher order thinking, build background knowledge to make connections when new concepts and lessons are introduced. Students will be given the opportunity to reflect and share their learning and experiences. The teachers will be promoting language acquisition through balanced literacy with an emphasis of Language Experience with beginning and intermediate students. Advanced students will receive Balanced Literacy instruction enhanced by a listening, speaking, reading and writing connection. These teachers will use themes that will build background knowledge of students and provide them with an arena for discussion. All students will engage in shared reading and oral presentations. There is a strong focus on Language Development, literacy and writing. The atmosphere of the groups is collaborative and the students are able to share their rich heritage, language and traditions. Materials used to teach will that reinforce and strengthen skills are as follows: 100 Book Challenge, Everyday Math, Grammar Works, 5 Types of Writing, Learning Resources, Themed Readers, Language Patterns and Vocabulary, Big Book Chants and Getting Ready for the NYSESLAT.

2. The ELL push in services will be provided in accordance with the mandated ESL allotted time based on student proficiency level. These push in services are provided by a licensed and certified ESL teacher along with classroom teachers who use ESL strategies and techniques. The students who are at the beginning and intermediate levels will receive 360 minutes of ESL instruction in their classrooms. Also will be given the time in a smaller group setting based on their needs. The children, who have acquired greater academic language proficiency and perform at advanced levels of English proficiency, will receive 180 minutes of instruction weekly in both ESL and ELA.

A. Programming and Scheduling Information

This instruction for all groups takes place on a daily basis within the classroom of grades 1 – 5. The certified and licensed ESL teacher pushes in for 1 to 2 periods a day (or a period ½) and differentiates instruction accordingly. The children with very limited English will also be pulled out during the Intervention Period to work in small groups to practice the English Language and strengthen their vocabulary. The ESL teacher and classroom teacher work and plan collaboratively to both address the needs and promote the strengths of the children. We will also continue to support English language acquisition through the implementation of a balanced literacy program with an emphasis on language experiences given to students who perform at a beginning and intermediate English proficiency level.

3. Our ESL children are grouped heterogeneously within their grade. The ESL I teacher pushes into grades 1-5. She works collaboratively with the classroom teacher in the areas of reading, writing math and science. Children also receive Social Studies and Computer Technology through Common Branch Teachers who use and practice ESL techniques, strategies and methodology. Lessons are planned (in English) incorporating visuals (pictures/charts), hands on experiments and the use of manipulative. Children are actively involved in their learning (TPR) and content is made comprehensible to enrich their language development in all subject areas. All students inclusive of ELLs use our school wide curriculum in Reading and Math. Balanced Literacy includes phonemic awareness, phonics, fluency and vocabulary, comprehension through guided, shared and independent reading. Eliciting their ideas and knowledge through the use of graphic organizers, questioning, oral and written summaries. Differentiated instruction is provided through flexible grouping within the classroom. As well as, through the use of the daily intervention period to provide small group instruction especially to the newcomers.

4. ELLs who meet the criteria are first tested using the LAB-R within 10 days of their registration date. Those children who are Spanish speaking and fall below the cut score are then tested using the Spanish LAB to determine language proficiency. State tests (ELA, Math, and Science) are ordered in the child’s native language when needed to ensure that they are being appropriately evaluated.

5. Currently we do not have any SIFE children however the plan in place is as follows: If in the case, we will examine attendance records to see if a child started in a NYC Public School, returned to their native country and returned back into the NYC school system. This would possibly indicate an interruption in their formal education.

- Administer the initial assessment which includes the oral language assessment, observational survey, running records.
- Prioritize students’ needs. The students will be in mainstream classed served by the ESL teacher on a push in/pull-out basis. They will receive additional interventions from the reading and math coaches. Guidance will also be made available when necessary.

b. ELLs in US school less than 3 years: LAB-R results will determine the services offered. Parent meetings will be offered to familiarize families to programs and community. Parent workshops are also provided to help parents get familiar with and learn about the curriculum, so they may take an active part in their child’s learning. The full range of assessment will be administered to monitor progress through the stages and on- going language experience lessons will be offered in the classroom. Parents will be invited to the after school program to work with the teacher and students to further acclimate themselves to the NYC school system. We would also offer: Buddy Pairing, Extended Day Program, Open School Night and Guidance when necessary.

c. ELLs receiving services 4 to 6 years: Analyze data of all NYSESLAT, interim assessments, test scores and class work to determine specific area(s) of needs. Work in collaboration with the classroom teacher to continually plan according to the needs of the child. An informal assessment conducted by the SBST to see if any recommendations can be made or other interventions suggested. We would also offer: Extended Day Program, Continued ESL Push-in/small group/differentiated instruction, Peer tutoring, Technology Programs, Keeping open communication with parent and Guidance when needed.

d. Long Term ELLs (6 years +): Determine whether the child’s need is language based or developmental. We will then use a full range of assessments to determine the need for the AIS services. The SBST will also informally observe to make any recommendations. We will also offer the mentioned above.

6. The materials used are standard based in both content areas of literacy and math. Our balanced literacy instruction incorporates themed and leveled readers that allow children to make connections to their everyday lives as well as provide pattern and repetition to better reinforce sight words, vocabulary and comprehension. The ELL-SWDs are taught in small groups to better address their individual needs while providing them with the opportunity to listen and converse about different genres of literature with their peers. Our Math program allows all children to explore with the use of manipulatives and educational games that interest and keep them actively involved in their learning using the TPR technique. Through the help of an AUSSIE Consultant our lessons are being tiered to differentiate instruction to better address the ELL-SWDs needs. If in the case an ELL -SWDs whose IEP mandates Bilingual Instruction, an alternate placement para professional is made available.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	100%
75%	75%
50%	50%
25%	25%

A. Programming and Scheduling Information

experience. Flexible grouping takes place in both Reading and Math, which allows for increased engagement, high expectations and on going counseling and mentoring. Parental involvement is always encouraged and appreciated.

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. Our support services are provided to the ELLs are both reading/writing and math intervention. The Reading/Writing Intervention teacher uses 100 Book Challenge assessment tools to assess students, target weak areas and build upon areas of strength. The IRLA is a standard based assessment which pinpoints a child's weak areas, ECLAS is used as a writing assessment in conjunction with the 5Types of Writing, Fountas and Pinnell addresses phonics and Running Records are used as an ongoing assessment tool. The Math Intervention Teacher uses the Chicago Math Program to asses' students and uses item analysis to address needs, EDM end of unit tests, ECAM (K-2) and Guide Posts (K). Predictive ELA and Math Assessments (3-5). These interventions are offered in English.

9. During the first year after reaching proficiency, parents will be notified on how the services will be decreased gradually. The services will be decreased (every two months) form 180 minutes to 120 minutes to 90 minutes to 45 minutes in duration. These children will still qualify for the proper testing modifications.

10. This year we will be incorporating a push in model for grades 1-5. 100 Book challenge will be used across all grade levels and Smart Board Technology is in place in all classrooms. AUSSIE Consultants are training teachers to help strengthen the core literacy instruction school wide.

11. No programs or services will be discontinued for ELLs.

12. ELLs are heterogeneously mainstreamed into the classroom where they are eligible for all school programs available. We offer an after school program for all children inclusive of ELLs. There will be 1 teacher holding an ESL license accompanied by fellow teachers who use ESL practices and strategies. This program will assist students with the enhancement of their literacy skills, strengthen their writing skill and work on test taking skills to better prepare them for the NYSESLAT and other state tests. The Tiltle III funding is for our After School Program. Our ELLs fully participate and have access to all school programs such as Band, Chess and Ballroom Dancing, As well as, the After School Program that is offered.

13. Our literacy curriculum supports the development of our students', inclusive of the English Language Learners' academic language. In the classrooms, the students are immersed in print rich environments. The classroom libraries are well equipped with a variety of trade books that are organized by genres and levels. The students are made aware of their independent reading levels. They are given the opportunity to read independently (100 Book Challenge) or engage in book talks within groups or during whole class discussions. Each classroom teacher meets with two scheduled groups of students daily to guide them in their application of effective reading strategies. (Through Fountas and Pinnel children are taught using their instructional level). A risk free environment is promoted, which encourages our students to share their learning and to clarify their misconceptions.

The ELL children at the beginning and intermediate levels will work on programs from Learning Resources. These programs work on learning phonics and language patterns through listening, speaking, reading and writing. Through big books, posters and poetry it engages children in conversations about specific scenes and encourages them to communicate among themselves while the teacher serves as a facilitator. Also while teaching and reinforcing vocabulary using predictable, basic language patterns. Theme-based readers and activities are used to promote essential literacy skills in all levels. Grammar skills will also be incorporated with The Five Types of Writing to aid in all ELL children's writing. These programs align with the state standards as well as preparation for the NYSESLAT exam. Smart Board Technology will also be incorporated into their learning. Smart Boards are in place in every classroom.

14. Native Language Support will be delivered in our ESL Program through dictionaries, charts and pictures that feature translations in the different languages to develop vocabulary, to help associate words with object and to build oral language skills. Learning Resoures is a program used to build and strengthen vocabulary and reading. Content area state tests will be ordered in child's native language when necessary.

B. Programming and Scheduling Information--Continued

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14. Native Language Support will be delivered in our ESL Program through dictionaries, charts and pictures that feature translations in the different languages to develop vocabulary, to help associate words with object and to build oral language skills. Learning Resources is a program used to build and strengthen vocabulary and reading. Content area state tests will be ordered in child's native language when necessary.

15. Yes, required services support and resources correspond to ELLs ages and grade levels. Programs, curriculum and lessons are planned specifically to the needs and levels of the child. Technology programs used are age appropriate, comprehensible and leveled

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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15. Yes, required services support and resources correspond to ELLs ages and grade levels. Programs, curriculum and lessons are planned specifically to the needs and levels of the child. Technology programs used are age appropriate, comprehensible and leveled accordingly to address the skills to be taught and reinforced.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Science:				
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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.

Professional Development and Support for School Staff

To ensure that ELL students receive adequate instruction in order to acquire English proficiency, a certified ESL teacher has been appointed to provide ESL services at PS 121 to all staff working with ELL children. The development of the teachers involved in the collaborative structure established to achieve the goals set for the ELL students is also considered as a factor that may influence our success. Therefore the ESL teacher receives training to further develop her understanding of the ESL methodologies and will turnkey that information to the classroom teachers who teach ELL students. Please see attached schedule of PD workshops.

All staff members paraprofessionals, special education teachers, psychologists, secretaries and parent coordinators will participate in a full day of training on November 8th sponsored by AUSSIE.

The AUSSIE Consultants will help to strengthen the core literacy instruction school wide.

Teachers will be coached to use language development techniques when conferencing with students in Literacy.

Coaches will provide professional development to teachers in using Making Meaning, a program designed to develop language in students to further develop conversational techniques.

As an outgrowth of our school inquiry, all teachers will be trained during common planning time to demonstrate how to use questioning to focus on higher order thinking skills.

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?

Ms. Brunson our Parent Coordinator encourages all parents inclusive of ELLs to participate in our workshops and meetings. Throughout the year teachers hold workshops to help parents become better acquainted with the curriculum so they may take a more active part in their child's education. Parental volunteers are always welcomed and encouraged. Parents can assist the classroom teacher or observe if they like. Also many meetings are held where the parents can have their questions and concerns addressed. The schedule is as follows:

*September: Meeting will be devoted to discuss assessments: NYSESLAT, State ELA and Math Test

* October: Parents will be invited to observe in their child's class and discuss observations.

ELL Parents will be invited to in September/October to an orientation meeting to discuss program requirements, state standards, assessments, reason for identification, and level of English proficiency, methods of instruction and how the program will better assist the child, as well as, other pertinent information.

*November: ELL Parents will be invited to participate in their child's ELL instruction. A follow up question and answer period will ensure that their parents agree with their child's placement and develop a home/school partnership.

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*January/February: Parents will meet with the ELL teacher, classroom teacher and administration to discuss their child's progress, the method of delivery and adjustments that will be made for the school year.

*March: Parent Meeting will discuss with the Parent Association Meeting about the formation of the Literacy Development

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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*May: Workshop focusing on Writing, translating the Listening and speaking aspect of the standards into writing that will reflect the students' own voice.

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Our Parent Coordinator is both helpful and informative. Translators are on staff and available when needed (Spanish speaking). Letters, memos and literature relating to school issues are translated as well as needed. Our local Public Library also offers Adult ESL classes which are recommended to parents who express interest.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage and Supports			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
Dual Language			
100%			
75%			
50%			
25%			
Freestanding ESL			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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. Our support services are provided to the ELLs are both reading/writing and math intervention. The Reading/Writing Intervention teacher uses 100 Book Challenge assessment tools to assess students, target weak areas and build upon areas of strength. The IRLA is a standard based assessment which pinpoints a child's weak areas, ECLAS is used as a writing assessment in conjunction with the 5Types of Writing, Fountas and Pinnell addresses phonics and Running Records are used as an ongoing assessment tool. The Math Intervention Teacher uses the Chicago Math Program to asses' students and uses item analysis to address needs, EDM end of unit tests, ECAM (K-2) and Guide Posts (K). Predictive ELA and Math Assessments (3-5). These interventions are offered in English.

9. During the first year after reaching proficiency, parents will be notified on how the services will be decreased gradually. The services will be decreased (every two months) form 180 minutes to 120 minutes to 90 minutes to 45 minutes in duration. These children will still qualify for the proper testing modifications.

10. This year we will be incorporating a push in model for grades 1-5. 100 Book challenge will be used across all grade levels and Smart Board Technology is in place in all classrooms. AUSSIE Consultants are training teachers to help strengthen the core literacy instruction school wide.

11. No programs or services will be discontinued for ELLs.

12. ELLs are heterogeneously mainstreamed into the classroom where they are eligible for all school programs available. We offer an after school program for all children inclusive of ELLs. There will be 1 teacher holding an ESL license accompanied by fellow teachers who use ESL practices and strategies. This program will assist students with the enhancement of their literacy skills, strengthen their

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13. Our literacy curriculum supports the development of our students', inclusive of the English Language Learners' academic language. In the classrooms, the students are immersed in print rich environments. The classroom libraries are well equipped with a variety of trade books that are organized by genres and levels. The students are made aware of their independent reading levels. They are given the opportunity to read independently (100 Book Challenge) or engage in book talks within groups or during whole class discussions. Each classroom teacher meets with two scheduled groups of students daily to guide them in their application of effective reading strategies. (Through Fountas and Pinnel children are taught using their instructional level). A risk free environment is promoted, which encourages our students to share their learning and to clarify their misconceptions.

The ELL children at the beginning and intermediate levels will work on programs from Learning Resources. These programs work on learning phonics and language patterns through listening, speaking, reading and writing. Through big books, posters and poetry it engages children in conversations about specific scenes and encourages them to communicate among themselves while the teacher serves as a facilitator. Also while teaching and reinforcing vocabulary using predictable, basic language patterns. Theme-based readers and activities are used to promote essential literacy skills in all levels. Grammar skills will also be incorporated with The Five Types of Writing to aid in all ELL children's writing. These programs align with the state standards as well as preparation for the NYSESLAT exam. Smart Board Technology will also be incorporated into their learning. Smart Boards are in place in every classroom.

14. Native Language Support will be delivered in our ESL Program through dictionaries, charts and pictures that feature translations in the different languages to develop vocabulary, to help associate words with object and to build oral language skills. Learning Resources is a program used to build and strengthen vocabulary and reading. Content area state tests will be ordered in child's native language when necessary.

15. Yes, required services support and resources correspond to ELLs ages and grade levels. Programs, curriculum and lessons are planned specifically to the needs and levels of the child. Technology programs used are age appropriate, comprehensible and leveled

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

To ensure that ELL students receive adequate instruction in order to acquire English proficiency, a certified ESL teacher has been appointed to provide ESL services at PS 121 to all staff working with ELL children. The development of the teachers involved in the collaborative structure established to achieve the goals set for the ELL students is also considered as a factor that may influence our success. Therefore the ESL teacher receives training to further develop her understanding of the ESL methodologies and will turnkey that information to the classroom teachers who teach ELL students. Please see attached schedule of PD workshops.

All staff members paraprofessionals, special education teachers, psychologists, secretaries and parent coordinators will participate in a full day of training on November 8th sponsored by AUSSIE.

The AUSSIE Consultants will help to strengthen the core literacy instruction school wide.

Teachers will be coached to use language development techniques when conferencing with students in Literacy.

Coaches will provide professional development to teachers in using Making Meaning, a program designed to develop language in students to further develop conversational techniques.

As an outgrowth of our school inquiry, all teachers will be trained during common planning time to demonstrate how to use questioning to focus on higher order thinking skills.

E. Parental Involvement

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	5	7	7	7	6	0	0	0	0	0	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	3		7
4	2	4	2		8
5		4			4
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		1	1		6		1		9
4			5		3				8
5		2	3	1					6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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?

Additional Information

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

Part VI: LAP Assurances

School Name: 121

School DBN:

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X121 **School Name:** P.S.121x Throop School

Cluster: 1 **Network:** 109

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.

- a. Looked at list of eligible ELL students to see what languages they speak.
- b. Looked at home language surveys of new students.
- c. Asked Parent Coordinator for input.
- d. Survey classroom teachers

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.

Reviewing our Home Language Surveys of our newly admitted ESL learners the majority are Spanish speaking. Of our 38 ELL students 32 are Spanish. Using the ATS Code RELL we also reviewed all of our eligible ELL students to properly place them heterogenosly within 1 class per grade for the upcoming year. The ESL teacher works in collaboration with the classroom teacher to address the ELL needs. Our Parent Association helps the new comers (students and families) get better acclimated with our school and community. Welcome meetings are held as well as Back to School Nights, where Spanish speaking translators are available. There is also informative flyers and literature in the necessary navite languages needed. Ther Parent Coordinator is very involved in assisting both new comers and previous enrolled ELL students and their fmailies. Throughout the school year Parent Meetings are held monthly to help all ELL parents become better acquainted with the curricullum. At these meetings Spanish speaking translators are available along with translated literature in the family's native language needed. Out technology teacher also provides translation services done via internet and or with home letters, memos, and homework for ELL students and parents. This is shared with Parent Coordinator, Administrators, and Staff.

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.

- Letters notifying parents of student's services.
- Flyers inviting parents to meetings
- Assistance to parents with any type of school related communication (i.e. letters to teachers, referrals, doctors notes, homework).
- Teachers with the ability to translate will be identified and will be available before and after school to assist parents where needed.
- Translations are done via internet, in school and or at home: letters, memos and homework for ELL students and parents. This is shared with Parent Coordinator, Administrators, and Staff.

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.

- Translation services during registration
- Translation services during parent orientation
- Translation services during ELL parent's meeting
- Translation during teacher's meetings
- Translations during parents' association meetings
- Teacher with the ability to translate will be identified and will be available before and after school to assist parents where needed.

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>.

- Poster concerning Language Assistance Services will be displayed on parent information bulletin board near entrance of the school.
- Copy of Attachment A, of Chancellor's Regulation A-663 will be distributed during the first parent meeting as well as at registration.
- A link is provided in the school's web page directing parents to www.nycenet.edu/Offices/Translation/ContactUs/Default.htm

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: P.S.121x	DBN: 11X121
Cluster Leader: Maria Quail	Network Leader: Maria Quail
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: 1
of certified ESL/Bilingual teachers: 0
of content area teachers:

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: Title III funds provided for the 2011-2012 school year will be allocated towards an after school extended day program. This program will begin mid- October and run through mid- May. One teacher will provide targeted Intervention to all ELLs in the after school program. The ELL after school will meet on Tuesday and Thursday afternoons from 2:50- 4:20. This instruction will be solely in English with some Spanish support for those Beginner learners who need it. This program will house all levels of ESL learners across the 3rd to 5th grades. Based on the data of the NYSESLAT there will be 2 Beginners, 6 Intermediates, 3 Advanced and 1 Proficient. Instruction for this program will focus on literacy (reading and writing) and math; using ESL methodologies to better prepare them for the NYSESLAT, ELA and State Math Test. In addition a listening component will enhance their ability to process the English Language using their auditory skills. Smart Board Technology will also be incorporated as well as a rotation of small group instruction focusing on the needs and skills that need to be strengthened and reinforced. Smart Board Technology will be used to teach learners of different ages and levels to speak and understand the English language. Through the use of this technology it will help to assist and reinforce skills that are inclusive of the four modalities of Listening, Speaking, Reading and Writing. It provides lessons, educational games, activities and quizzes which all align with both the ESL Standards as well as NYS Standards. It provides a fun and interactive way for each child to further progress and supports the academic gains of all ELL children. Small group instruction will be needs based for all levels of children. Differentiated Instruction will support literacy and math lessons. Leveled readers and math games will keep the children interested and actively involved in their learning. Lessons implemented will focus on the children's reading and writing levels. Test prep activities such as listening exercises, grammar and phonics work will also be incorporated in the instruction to help all ELL children to make the necessary academic gains in their Writing to better perform on the NYSESLAT and other state tests. Based on the data of the NYSESLAT, ELA and Math Test scores our ELL population has been making positive gains in this area of need.

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: To ensure that ELL students receive adequate instruction in order to acquire English proficiency, a certified ESL teacher has been appointed to provide services at P.S.121. The development of the teachers involved in the collaborative structure established to achieve the goals set for the ELL students is also considered as a factor that may influence our success. Therefore, the ESL teacher will receive training to further develop her understanding of ESL methodologies and will turnkey

Part C: Professional Development

that information to the classroom teachers. Through the Literacy Support Systems all teachers inclusive of the ESL teacher will receive Professional Development. Teachers will be coached to use language development techniques when conferencing with students in our 100 Book Challenge Program. Teachers will also be trained on how to more effectively use Making Meaning, a program designed to develop language in students and to develop conversational techniques. This knowledge will only help and assist the ESL teacher in planning more effective lessons during small group instruction time during the ELL after school session. Along with the Professional Development, during common preps the ESL teacher will provide strategies for enhancement of students' language skills to staff involved in the after school program. They will be presented with research in second language learning, using materials that were distributed at regional professional developments. Curriculum mapping, writing units of study, oral language development will also be topics of discussion as they are a school wide focus. All of these strategies will assist our second language learners. The 100 Book Challenge Professional Development will be a school wide effort inclusive of all staff. This reading program encourages, teaches and rewards all children to read on their independent level. This program provides students with standard based leveled books that they can read independently with successful decoding and comprehension. Instruction is differentiated and allows each child to excel at their own pace. The 100 Book Professional Development will take place on the following dates and address the following topics: 10/27/11, 11/03/11 Assessing children's levels, 11//04/11 How to use Fountas and Pinell (assessment tool) and individualized reading, 11/09/11 Running Records, 11/21 &22/11 Conferences, Inter-visitations of classrooms for teachers to observe other pedagogues. Also on November 8th school wide Professional Development will take place. All staff will participate in a full day of training by an AUSSIE Consultant. Teachers will be coached to use language development techniques, as well as TPR when lesson planning and conferencing with students. Teachers will also be trained (ongoing) during common planning time, to demonstrate to students how to use questioning to develop higher order thinking skills. This program develops the love and enjoyment of reading for all children inclusive of ELLs. Through this focus children are eager to read more and enhance their strategies to become the best readers they can. This also provides an excellent tool for the ESL teacher to scaffold strategies from the Professional Development to enhance and support the ELA curriculum in hopes to better address the needs of the ELLs.

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: Parent involvement will be encouraged through monthly meetings that will address the needs of the ELL population that is specific to P.S.121. The monthly meetings are as follows:

Part D: Parental Engagement Activities

September- discuss assessments: NYSESLAT, State ELA and Math Test

October- parents will be invited in the observe their child's class and discuss observations

September/October- ELL orientation meeting to discuss program requirements, state standards and assessments, reasons for the identification, level of English proficiency, methods of instructions and how the program will help the child and other pertinent information.

November- ELL parents will be invited to participate in their child's instruction. A follow up question and answer period will ensure that parents agree with their child's placement and develop a home/school partnership.

December- Parents will be invited to share a display of the students' writing genre whereby each child produces a piece of writing and present it orally.

January- Each parent will meet with the ELL teacher, classroom teacher and administration to discuss their child's progress, the method of delivery and adjustments that will be made for the rest of the school year.

March- Parent's meeting will align with the Parent's Association meeting where the ELL teacher will join the Literacy Support Team and present the first series of Literacy Development Workshops focusing on Oral Language Development.

April- The second series of Literacy Development Workshops will be presented. The topic will be Listening and Speaking.

May- The topic of the Parent's Meeting will be Writing. Focusing on translating the Listening and Speaking aspect of the Standards into Writing that will reflect the student's own voice.

June- The parents will meet to discuss the results of the Assessments and their child's placement for next year.

At P.S 121 we have an open door policy where all parents inclusive of ELLs are welcomed to come in and speak with Administration, teachers and our Parent Coordinator. Additional meetings and workshops are planned according to the needs/concerns being expressed by our parents. Spanish speaking Translators are on staff and available when needed.

The 100 Book Challenge Parent meeting took place on November 16, 2011. The AUSSIE consultant will work with the parents and model the use of skills cards to help keep the parent informed and participate in their child's success. Explain how to set quantity practice targets, monitor and reward to ensure every student adopts the independent reading routines of academically successful students. Assist parents in how to adopt successful home support routines, through the use of comprehension questions, games, phonics and sight word lists, to enhance their child's reading. She will explain the use of continued assessment tools and differentiation provide students, parents and teachers with the necessary information to monitor, support and improve their child's reading. Further explain the collection of data of the student's independent reading level, amount of time reading in school and at home with family support improves each child's overall independent reading level based on assessments, skills cards, quizzes and test scores. This is for all children inclusive of ELLs.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$6,678.	After School Program Two teachers will provide targeted intervention services to ELLs in grades 1-5 on all levels (B, I, A and P)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$3,402.00	Aussie
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	0	
Educational Software (Object Code 199)	0	
Travel	0	
Other	\$1,120.00	Educational Consultant from AUSSIE will train staff in addressing the needs of ELLS during the literacy block. She will work with parents to teach them to effectively work with their child to further promote their reading success.
TOTAL	\$11,200.00	