



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 126X, THE DR. MARJORIE H. DUNBAR ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X126

PRINCIPAL: NADINE KEE-FOSTER EMAIL: NKEEFOSTER@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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
Nadine Kee-Foster	*Principal or Designee	
Wichemonde Tremont	*UFT Chapter Leader or Designee	
Carlton Curry	*PA/PTA President or Designated Co-President	
Ana Serrano	DC 37 Representative, if applicable	
Gloria Calo	CBO Representative, if applicable	
Andrea Rankin	Member/ Co-Chairperson/ Teacher	
Veronica Barkley	Member/ Co-Chairperson/ Teacher	
Francia Svelty	Member/ Teacher	
Rosalie Peña	Member/ Teacher	
Natasha Gordon	Member/ Teacher	
William Brown	Member/ Parent	
Sheranne White	Member/ Parent	
Wendy Rodriguez	Member/ Parent	
Nakia Wilson	Member/ Parent	
Tomas Ruíz	Member/ Parent	
Kathy Keith	Member/ Parent	

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

To improve reading comprehension levels of students in Pre-K- 6 by effectively implementing a cognitively engaging, standards based curriculum for literacy.

- By June 2012, the percentage of students performing in Level 3 and 4 on the April 2011 E.L.A. test will increase by 3% from 31.2% in 2010 to 34.2%.
- By June 2012, 65% of kindergarten students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level B/C.
- By June 2012, 65% of grade 1 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level I
- By June 2012, 65% of grade 2 students will meet our end of year benchmark as measured by the Fountas and Pinnell Level L.

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.

Analysis of Data:

- During the 2010-2011 school year, criterion-reference data including DRAs for Grades K-6 and the NYSESLAT for ELL students in grades K-6 are used along with ACUITY, I.T.A and Predictive assessments in English Language Arts and Mathematics. Additional “soft data” used included benchmark folders (student work), benchmark assessments, running records, pre and post unit tests, teacher and student rubrics, and teacher observations are also utilized to inform student performance and teacher effectiveness. Data retrieved from the NYS Tests in E.L.A. and Mathematics, the NYSTART report, our Annual School Report, (ARIS), parent and student surveys, findings from the Inquiry Team and Learning Environment Survey have been used to set goals for the school.

Performance Trends in Reading and Writing:

- During the 2010 – 2011 school year, the percentage of students in levels 1 & 2 decreased based on the results of the New York State Exams in ELA. We have also increased the percentage of students performing on levels 3 and level 4. In the 2010-2011 school year, data shows 4% increase of students performing in levels 3 & 4, from 27.5 % to 31.2%.
- Item Analysis data from ARIS and the 2010 E.L.A. Predictive results are consistent. Students perform higher on Standard 2: Literary Response and Expression than on Standard 1: Reading for Information and Standard 3: Critical Analysis and Evaluation.
- In 2010 – 2011 the School Progress Report indicates that a significant percentage of students showed progress on the NYS Test in E.L.A. Sixty-nine percent (69.0%) of students in grades 4, 5 and 6 showed great progress on the NYS Test in E.L.A. The median student proficiency increased from 2.47- 2.63.
- The 2010-2011 school’s report card indicates that students did meet AYP in all of the six subgroups in E.L.A. However, there is a need to move more students from the abovementioned subgroups to Levels 3 and 4. Females outscored their male counterparts in every category. Special Education students scored significantly lower than general education students in all areas. This data holds many implications for our instructional program.
- By June 2011, 60% of kindergarten students met our end of year benchmark as measured by the Fountas and Pinnell Reading Level B/C.

- By June 2011, 60% of grade 1 students met our end of year benchmark as measured by the Fountas and Pinnell Reading Level I. By June 2011, 60% of grade 2 students met our end of year benchmark as measured by the Fountas and Pinnell Level L. By June 2011, 60% of grade 3 students met our end of year benchmark as measured by the Fountas and Pinnell Reading Level O. By June 2011, 60% of grade 4 students met our end of year benchmark as measured by the Fountas and Pinnell Reading Level R. By June 2011, 60% of grade 5 students met our end of year benchmark as measured by the Fountas and Pinnell Reading Level T. By June 2011, 60% of grade 6 students met our end of year benchmark as measured by the Fountas and Pinnell Reading Level V.
- The data indicates a need to provide professional development in the administration and analysis of DRA, guided reading strategies, teaching reading strategies, guided reading, conferring, activating prior knowledge, making connections, inferring and increasing the quality of accountable talk. Formal and informal teacher observations also indicate that during the workshop model, the mini-lessons are extended for longer periods of time and therefore students may have less time for independent and guided group work. For students there is a need to provide more opportunities such as afterschool programs, Extended Day and weekend programs. We identified “student engagement” as a need based on student’s independent reading survey from the DRA. Classroom libraries need to be updated with good literature across a variety of genres. Additionally, the use of technology (laptops, Smart Boards™, digital readers, etc.) needs to be more widespread in daily instruction.
- As evidenced by data collected in 2010-2011, baseline, midline and endline assessments demonstrated “writing development” as an area of need in grades K-6. Samples of students’ baseline, midline and endline writing also demonstrated a basis for using the strategies such as drafting, revising, editing, grammar, spelling, and punctuation (6+1 Traits for Writing Checklist). Teachers’ analysis of students’ writing also indicated that students need extra support in creating focused and detailed compositions.
- Independent pieces at the end of each unit allow teachers to reflect not only on the students’ individual progress, but also how effectively the teacher has carried out instructional strategies for his/her targeted population of students.
- The 2010-2011 Quality Review feedback indicates that the school needs to further develop opportunities for students to engage in data driven rigorous tasks in order improve student outcomes. There is a clear curriculum that aims at key standards, but instructional strategies and student tasks are not rigorous across classrooms or content areas, as evidenced during classroom visits. Some of the teachers engaged students in meaningful tasks during literacy, but this was not a consistent practice across the school. As a result, there is a lack of rigor in data based instruction with differentiated opportunities to support student learning.
- Teachers do not consistently incorporate effective instructional strategies or rigorous student tasks with multiple points of entry for various learners. As a result, there are varying levels of student engagement and inconsistent teaching practices observed during classroom visits.
- Consistently develop assessments that are aligned to the curriculum in order to effectively differentiate instructional strategies and increase learning.
- The school has focused goals around reading comprehension and has invested in resources for including reading kits for every teacher to use in support of this goal. These offer some opportunities for differentiation, however; the school is not able to align all of their assessments in reading to effectively target individual student needs. Thus there are missed opportunities to align assessments and limited understanding of how these inform instruction.

Data from NYSTART ELA Learning Standards of Standard Performance Index (SPI) are as follows:

Grade 3

Standard	%Below Target Range	% Within Target Range	% Above Target Range
Information and Understanding	49	39	13
Literary Response and Expression	47	35	18
Critical Analysis and Evaluation	48	40	13

Grade 4

Standard	%Below Target Range	% Within Target Range	% Above Target Range
Information and Understanding	67	21	13
Literary Response and Expression	64	24	11
Critical Analysis and Evaluation	48	23	11

Grade 5

Standard	%Below Target Range	% Within Target Range	% Above Target Range
Information and Understanding	48	35	16
Literary Response and Expression	47	35	18
Critical Analysis and Evaluation	49	33	18

Grade 6

Standard	%Below Target Range	% Within Target Range	% Above Target Range
Information and Understanding	53	25	22
Literary Response and Expression	53	31	16
Critical Analysis and Evaluation	52	27	21

Instructional strategies/activities

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

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

- A research based 6 day structure for literacy instruction using the “Journeys” program as a resource
- Independent reading time will be increased to improve stamina and afford teacher opportunities to observe and support student reading behaviors.
- Reading and writing goals and objectives that are aligned with the CCLS
- Teacher support, which includes weekly common planning sessions, Lead teacher and Coach led demo lessons, and Professional Development
- PD Calendar – integration of elements from Domain 1, Component 1C rubric -Setting Instructional Outcomes from Danielson’s “Framework for Teaching”, CCLS and grade literacy and math planning meetings
- Principal and Assistant Principals will conduct informal observations (minimum 2 per teacher) using selected elements from Domain 1, Component 1C rubric -Setting Instructional Outcomes from Danielson’s “Framework for Teaching”
- Principal and Assistant Principals will conduct formal observations (minimum 2 per teacher) using selected elements from Domain 1, Component 1C rubric -Setting Instructional Outcomes from Danielson’s “Framework for Teaching”
- Online surveys to assess teacher interests, needs and strengths
- The use and monitoring of writer’s notebook, writing portfolios, reading response notebook, 25 Book reading log, assessment folders and conference notes
- Extended Day activities will include targeted instruction based on the data collected from the various sources including Item Analysis tool, DRA, end of unit assessments, ACUITY- Predictive (testing grades), Performance Tasks, and running records, etc.
- Afterschool and Saturday Literacy Lab Funding

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.
- At P. S.126X parental involvement and parent participation are encouraged. We believe that our parents need to be informed and involved in addition to being provided with opportunities to actively participate in the education of their children. P.S.126X has a long-standing Parents Association and an active outreach system in place, which is spearheaded by a Parent Coordinator. On a weekly basis, we attract over 40 parents who participate in ESL/SSL instruction, and computer technology programs. Due to the success of these programs, we hope to increase the number of parents that participate during the 2011-2012 school year. An active Family Welcome Center, “The Dr. Marjorie H. Dunbar Family Welcome Center” provides Parent Literacy workshops and parenting journey classes, which are hosted by the Woody Crest program. Additional workshops will provide opportunities for parents to learn skills needed to help their children in learning reading and mathematics. These workshops will provide information on topics of instruction that their children will be exposed to during the school year. 1% of our Title I monies will be used for the facilitation of these parent workshops.
- Through Parent Surveys that were sent out for the development of this Comprehensive Educational Plan, we found that parents felt comfortable with the home-school relationship that we established this year. Parents also made requests and suggestions for programs that we will implement for the 2011-2012 school year. These suggestions include: homework in reading and mathematics is to be reviewed daily by teachers and

parents, students are assigned daily reading passages and / or take home appropriately leveled books that parents will review and read with their children.

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 staffs become highly qualified, in order to achieve this goal.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
- Strategies to attract high-quality highly qualified teachers to high-need schools:

In accordance with the NYCDOE and CFN initiatives, P.S.126X is committed to attracting highly qualified teachers. Our pedagogues include certified teachers, both permanent and provisional, and teachers involved in programs such as the Fellow Teaching Program, Lehman College interns, and the New Teacher Finder. The Fellows Teaching Program recruits high-quality professionals offering them a transition into teaching careers. This program offers participating teachers the opportunity to complete certification within two years of service. Through these efforts, every child in our school will have the opportunity to be taught by a well-prepared teacher.

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.

Highbridge Community Life Center, Bridge Builders and WoodyCrest/CBO Community Based Organizations...

- Highbridge Community Life Center provides support for parents seeking housing, medical, legal assistance, food services and assistance with educational advancement.
- Bridge Builders – Assist with ACS prevention support to families
- WoodyCrest Program provides homework help, afterschool, and employment for parents and parenting classes.
- Learning Leaders - provide parent training and workshops – one to one support for students in the classroom (Volunteer during school hours)
- Volunteers: Lehman College
City College
- Sapis Workers – provide support to students in a variety of ways
- Morris Heights Health Clinic – Provides workshops for students involving nutrition
- Track (Road Runners Program) Weekly
- Champs – Athletic Program
- Bullying Program – Presentations By: Social Workers and Guidance Counselors
- Boy Scouts - Building confidence
- Girl Scouts - Building our students confidence

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.

- Literacy Coach - Title 1- 100%
- Lead Teacher(s) 40% - Lead Teacher Funds, 60% FSF
- Supervisor Per Session - One Time Allocation 100%
- Teacher Per Session - FSF and Title I Funds- Afterschool/Saturday and Literacy/Math Lab
- Data Specialist - ARRA RTT Data Specialist 100%
- Inquiry Team - ARRA RTTT Citywide Instruction
- Professional Development - Title I/SWP 100%/ Title III
- Mentoring for New Staff - C4E 100%
- Per Diem- FSF 100%/ Title I 100%
- OTPS - FSF 100%/ NYSTL 100%/ Title I/ Title III
- Reading Recovery Teachers - FSF 100%

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

To improve student problem solving abilities by focusing on modeling and math fluency in performance assessment tasks in mathematics.

- Sixty-five percent of all students will achieve level 3 or higher (as defined by the task rubrics) on the performance assessments administered at the end of each unit in the enVision Math Program.
- The percentage of students in grade 3, 4, 5, and 6 performing in Levels 3 & 4 on the NYS Test in Mathematics will increase by 3% in 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.

Analysis of Data:

Criterion-reference data including ACUITY, ITA and Predictive Math Assessments, math portfolios, rubrics based on the revised New York State Mathematics standards and performance indicators were used to set goals and objectives and to develop instructional activities/strategies. Additionally, the NYS School Accountability Report Card, Progress Report 2010-2011 and feedback from the 2011 Quality Review were used to determine the Annual Goal and Instructional strategies/activities.

Performance Trends in Mathematics:

There was a significant increase in the percentage of students performing in levels 3 & 4 on the NYS test in mathematics. In 2009-2010, 39.9% of students in grades 3-6 performed in levels 3 and 4. In 2010-2011, 44.9% of students in grades 3-6 scored in levels 3 & 4, with grades 5 & 6 exceeding 50% of the students in 3 & 4. The adjusted median growth percentile in mathematics rose from 69% to 73.0% and exceeds our peer horizon and the city's average percentile as reflected in the NYC Progress Report. The median growth percentile for the lowest 1/3 rose from 73.0 % to 79.5%, a significant increase. Information from the School's Report Card indicates that we met our AYP for all subgroups in Mathematics with the exception of students with disabilities.

Percentage of students in Levels 3 & 4

Grade	General Education	Students with Disabilities
3	27%	17%
4	28%	43%
5	57%	38%
6	75%	39%

Data from NYSTART Content Strand Report of Standard Performance Index (SPI) are as follows:

Grade 3

Content Strand	%Below Target Range	% Within Target Range	% Above Target Range
Number Sense and Operations	65	27	8
Algebra	68	22	10
Geometry	68	26	8
Measurement	63	26	7
Statistics and Probability	63	26	10

Grade 4

Content Strand	%Below Target Range	% Within Target Range	% Above Target Range
Number Sense and Operations	56	27	18
Algebra	52	30	18
Geometry	57	29	14
Measurement	57	29	14
Statistics and Probability	53	32	14

Grade 5

Content Strand	%Below Target Range	% Within Target Range	% Above Target Range
Number Sense and Operations	38	27	40
Algebra	34	28	38
Geometry	33	27	40
Measurement	39	23	38

Grade 6

Content Strand	%Below Target Range	% Within Target Range	% Above Target Range
Number Sense and Operations	20	21	60
Algebra	23	16	61
Geometry	21	23	56
Measurement	26	26	48
Statistics and Probability	24	24	52

Feedback from the 2010-2011 Quality Review states that the school needs to further develop opportunities for students to engage in data driven rigorous tasks in order improve student outcomes, consistently use data to set goals for individual students and subgroups to leverage greater progress and provide consistent and targeted feedback for teachers with an eye towards the growth of content knowledge that improves student outcomes.

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:

- d) strategies/activities that encompass the needs of identified student subgroups,
- e) staff and other resources used to implement these strategies/activities,
- f) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- g) timeline for implementation.

- Teachers and the Math Coach will collaboratively plan and implement lessons that will support student ability to apply mathematics concepts to represent and solve authentic problems, and relate thinking and reasoning skills
- Online surveys to assess teacher interests, needs and strengths
- Principal and Assistant Principals will conduct informal observations using selected elements from Domain 3, Component 3C rubric –Engaging Students in Learning from Danielson’s “Framework for Teaching”
- Principal and Assistant Principals will conduct formal observations using selected elements from Domain 3, Component 3C rubric - Engaging Students in Learning from Danielson’s “Framework for Teaching”
- Teachers along with the Math Coach will analyze student work using the rubrics to assess student performance tasks in mathematics
- Monthly Learning Walks
- Assistant principals, teachers and coaches will meet once a month to plan and analyze student work in order to identify specific teaching

strategies and concepts that will support student learning

- Math Aussie and the Math Coach will provide Professional Development for increasing math fluency by creating centers that allow students to practice targeted skills.
- Teachers will develop and implement structures for the math workshop that support whole class and small group instruction

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.
- At P. S.126X parental involvement and parent participation are encouraged. We believe that our parents need to be informed and involved in addition to being provided with opportunities to actively participate in the education of their children. P. S.126X has a long-standing Parents Association and an active outreach system in place, which is spearheaded by a Parent Coordinator. On a weekly basis, we attract over 40 parents who participate in ESL/SSL instruction, and computer technology programs. Due to the success of these programs, we hope to increase the number of parents that participate during the 2011-2012 school year. An active Family Welcome Center, "The Dr. Marjorie H. Dunbar Family Welcome Center" provides Parent Literacy workshops and parenting journey classes, which are hosted by the Woody Crest program. Additional workshops will provide opportunities for parents to learn skills needed to help their children in learning reading and mathematics. These workshops will provide information on topics of instruction that their children will be exposed to during the school year. 1% of our Title I monies will be used for the facilitation of these parent workshops.
- Through Parent Surveys that were sent out for the development of this Comprehensive Educational Plan, we found that parents felt comfortable with the home-school relationship that we established this year. Parents also made requests and suggestions for programs that we will implement for the 2011-2012 school year. These suggestions include: homework in reading and mathematics is to be reviewed daily by teachers and parents, students are assigned daily reading passages or take home appropriately leveled books that parents will review and read with their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- In accordance with the NYCDOE and CFN initiatives, P. S.126X is committed to attracting highly qualified teachers. Our pedagogues include certified teachers, both permanent and provisional, and teachers involved in programs such as the Fellow Teaching Program, Lehman College interns, and the New Teacher Finder. The Fellows Teaching Program recruits high-quality professionals offering them a transition into teaching careers. This program offers participating teachers the opportunity to complete certification within two years of service. Through these efforts, every child in our school will have the opportunity to be taught by a well-prepared teacher.

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.

Highbridge Community Life Center, Bridge Builders and WoodyCrest/CBO Community Based Organizations...

- Highbridge Community Life Center provides support for parents seeking housing, medical, legal assistance, food services and assistance with educational advancement.
- Bridge Builders – Assist with ACS prevention support to families
- WoodyCrest Program provides homework help, afterschool, and employment for parents and parenting classes.
- Learning Leaders - provide parent training and workshops – one to one support for students in the classroom (Volunteer during school hours)
- Volunteers: Lehman College
City College
- Sapis Workers – provide support to students in a variety of ways
- Morris Heights Health Clinic – Provides workshops for students involving nutrition
- Track (Road Runners Program) Weekly
- Champs – Athletic Program
- Bullying Program – Presentations by Social Workers and Guidance Counselors
- Boy Scouts – Building confidence
- Girl Scouts - Building confidence

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.

- Math Coach- Title 1- 100%
- Lead Teacher(s) 40%- Lead Teacher Funds, 60% FSF
- Supervisor Per Session- One Time Allocation 100%
- Teacher Per Session- FSF and Title I Funds- Afterschool/Saturday and Literacy/Math Lab
- Data Specialist- ARRA RTT Data Specialist 100%
- Inquiry Team- ARRA RTTT Citywide Instruction
- Professional Development- Title I/SWP 100%/ Title III
- Mentoring for New Staff- C4E 100%
- OTPS- FSF/NYSTL- 100%
- Reading Recovery Teachers - FSF 100%

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.

To improve the school environment by increasing participation of parents in school related activities in order to improve school and community relationships by strengthening a home- school connection that encourages parents to participate in the education of their children.

- The results of the 2012 Learning Environment Survey will show increase in the Response Rate for Parents by 10%
- At least 50% of all parents will attend at least two school sponsored activities/events such as PA meetings, Back-to-School Night, Parent-Teacher Conferences, holiday celebrations, publishing parties, ESL and Technology Classes, School Leadership Team Meetings, Learning Leaders, etc.

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.

Feedback from the 2010-2011 QR indicates that the School leaders and staff communicate high expectations to students and families to strengthen home and school partnerships. School leaders and staff consistently communicate and encourage parents to support the school's high expectations for academics, instruction, discipline and attendance that are clearly understood by all. The school has strong partnerships with the United Parents of Highbridge and Woody Crest organizations, which engage parents in academic and social events. As a result, parent participation in school leadership, parent conferences and concerts has improved. This year there was a significant increase in parents completing the Learning Environment Survey. Parents have a greater voice in the academic decisions that guide the school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- In addition to Report Cards, parents will receive periodic Progress Reports as well as informal reports on student progress.
- Pacing Calendar outlining curriculum goals for each grade and subject

- Student of the Month and Attendance initiatives
- Learning Leaders
- Fundraising activities
- Back-to-School Night
- Parenting Journey
- Monthly Calendars for PA Meetings, SLT Meetings and other School Sponsored Events
- Provide parents reasonable access to staff. Specifically, staff will be available to converse with parents as follows: Parents can schedule appointments to meet with teachers during preparation periods.
- School tours for students and families new to the P.S.126X Community

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.
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- Through Parent Surveys that were sent out for the development of this Comprehensive Educational Plan, we found that parents felt comfortable with the home-school relationship that we established this year. Parents also made requests and suggestions for programs that we will implement for the 2011-2012 school year. These suggestions include: homework in reading and mathematics is to be reviewed daily by teachers and parents, students are assigned daily reading passages or bring home appropriately leveled books that parents will review with their children.

Strategies for attracting Highly Qualified Teachers (HQT)

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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.

Highbridge Community Life Center, Bridge Builders and WoodyCrest/CBO Community Based Organizations...

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City College
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- Champs – Athletic Program
- Bullying Program – Presentations by Social Workers and Guidance Counselors
- Boy Scouts – Building our students confidence
- Girl Scouts - Building our students confidence

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.

-Master Scheduling/50 minute content area Daily Block

- Parent Coordinator- 100% TL Parent Coordinator
- SLT- 100% TL FSF
- Parent Involvement- Title I SWP
- Improve Parent Involvement- Title I ARRA
- Parent ESL/Technology- Title III
- Reading Recovery Teachers - FSF 100%



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	60	60	N/A	N/A	65		1	
1	60	50	N/A	N/A	34		1	
2	40	40	N/A	N/A	49	1	1	
3	65	65	N/A	N/A	6		49	
4	85	85	15				69	
5	30	30	20				26	
6	45	45	20				9	
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	Reading Recovery- one to one, Guided Reading- small group, “Journeys” –Write-in Readers- Extended Day (small group) Afterschool Literacy and Math Lab, Saturday Literacy and Math lab
Mathematics	“Focus” Intervention Math- Extended Day (small group) Afterschool Literacy and Math Lab, Saturday Literacy and Math lab
Science	Saturday Literacy and Math Lab- “Keep on Reading Science”- Pearson
Social Studies	
At-risk Services provided by the Guidance Counselor	Individual counseling, small groups, class presentations and tutoring during the school day
At-risk Services provided by the School Psychologist	One –one support for student waiting placement
At-risk Services provided by the Social Worker	Yoga, Anger management groups, “Girl Power”, crisis intervention, counseling to address emotional or adjustment issues

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader	District 09	Borough Bronx	School Number 126
School Name P.S. 126X			

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

Principal Nadine Kee-Foster	Assistant Principal Gina Langley
Coach	Coach
ESL Teacher Luz Salamanca	Guidance Counselor
Teacher/Subject Area Maria Diaz/Bilingual	Parent
Teacher/Subject Area Francia Svelty	Parent Coordinator Nancy Santiago
Related Service Provider	Other
Network Leader Marlene Wilks	Other

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	5	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	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	734	Total Number of ELLs	168	ELLs as share of total student population (%)	22.89%
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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. 

Bilingual Coordinator, Parent Coordinator and Pupil Accounting Secretary work collaboratively to ensure to the completed submission of all Home Language Surveys. Analysis of the HLS is used to determine eligibility for the LAB-R administered by the licensed Bilingual/ESL pedagogue. The LAB-R is administered to eligible students in english and in spanish only to the appropriate students in order determine program placement within 10 days of registration. Letters are generated to invite parents to come in for the program selection meeting where the programs are introduced through the video and questions are answered by qualified bilingual/ESL licensed staff. The initial meeting for all new admits to the school was held 10 days after opened in September. Additional sessions or individual orientations will be conducted as students are admitted into the building. Parents then select choice of program. Further explanation of program are addressed by the qualified staff. After program selection, parents are given placement letters. Returned letters are stored in folders in the Bilingual Office. If letters are not returned, second and third notices are sent. The Parent Coordinator also reaches out to parents by phone call or home visit.

During the initial intake a dually licensed ESL/Bilingual Teacher interviews and support the family in completing the HLS.

There are various structures in place at the school level to inform parents of available programs. For students who are newly admitted to the school, parents are invited to participate in an orientation of program choices. This orientation is conducted by the Bilingual Coordinator licensed in Bilingual education. For students who are admitted after the initial orientation, parents are requested to attend an individual interview and orientation to inform them of program choices and availability. This is an ongoing process.

Pedagogues involved in the intake process are licensed in Bilingual and their spoken language is Spanish in order to accommodate parents language preference. Translation in Spanish is available at the orientation and during individual meetings with parents, if necessary.

Based on the most recent review (November 2011) of the Parent Survey and Program Selection forms which are collected following the orientation, parents have opted to have children placed in their appropriate placement based on LAB-R and HLS especially if their home language other than English. There are 25 students in kindergarten bilingual class for the 2011-2012 school year. In grade 1- 2 chose bilingual services, grade 2- 3 chose bilingual services, in grade 3- 1 chose bilingual, in grade 4- 1 chose bilingual, and in grade 5 - 2 chose bilingual.

Program models offered at the school are TBE self-contained, ESL self-contained and pull-out/push-in ESL model determined according to parent program selection student enrollment. We will continue to monitor parental requests to ensure that we are aligning program offerings with parent choices. For instance in grade six current student enrollment does not support TBE classes, therefore families have the option to enroll their students in monolingual classes with ESL support or seek programs elsewhere in the DOE system. Parent overwhelmingly select TBE services for those students who qualify. Data from HLS assist in determining the formation of TBE classes, ESL self-contained, and ESL pus-in or pull-out model. If there are 15 or more students with the same language needs and same grade a class must be created.

Our curriculum and methodology are reviewed and evaluated at monthly ESL/Bilingual meetings. During the spring eligible students are administered the NYSLESLAT exam to evaluate language achievement in reading, writing, speaking and listening. Results are used to determine student language acquisition levels, plan for students individual needs, determine the need for Extended Day and Afterschool Programs, selection of resources, and hiring of additional staff to meet the needs of the population.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained			1		1	1	1							4
Push-In	1	1		1										3
Total	2	2	2	2	2	2	1	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	168	Newcomers (ELLs receiving service 0-3 years)	98	Special Education	29
SIFE	3	ELLs receiving service 4-6 years	67	Long-Term (completed 6 years)	3

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	60	3	5	46	3	5				106
Dual Language										0
ESL	20		7	37	2	12			2	57

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	80	3	12	83	5	17	0	0	2	163
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	16	16	15	19	15								103
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	22	16	16	15	19	15	0	103						

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																			

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	5	3	5	14	15	7							59
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	0	2	1	0	1	1							5
TOTAL	10	5	5	6	14	16	8	0	0	0	0	0	0	64

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

P.S. 126 is designed around the principle that education is personalized each student's learning plan grows out of his or her unique needs and interests.

There are 4 organizational models at P.S. 126X. Bilingual (TBE) classes are self-contained in every grade level with the exception of grade 6. Students in bilingual classes are grouped heterogeneously in each class. Differentiation of instruction provides the necessary small group and/or individualized instruction. The quantity of native language arts instruction provided is based the mandated units of study according the the LAP. Additional support will be provided during the 50 minute Extended Day and the Afterschool and Saturday Literacy and Math Lab. The workshop model for teaching is implemented by the classroom teacher following balanced literacy and balanced math approach to teaching. Instructional program is aligned with Common Core and NYS standards for English Language Arts and Native Language Arts.

We have four self-contained ESL classes in grades 2, 4, 5 and 6 The teachers of these classes have current and valid ESL teaching licenses. Based on the 2011 NYSESLAT results students receive the mandated number of instructional minutes according to their proficiency levels. Three hundred sixty minute (360) minutes of ESL instruction per week through the content areas of grammar, social studies and science. Using the ESL methodologies teachers incorporate activities using visuals, role playing, total physical response, tactile learning and accountable talk. Instruction is differentiated according students' proficiency levels and learning styles. The goals of the program include assisting students in achieving "on grade" performance levels in NYS Assessments and to achieve English Language proficiency within three years based on NYS Assessments, including the NYSESLAT Interim assessments and other tools for evaluating student progress.

An ESL Pull-Out model is used to service students in grades K, 1, 2, ,4, grade special education.. Students are pulled out during the daily 50 minute period for content area (social studies, science or math) instruction using ESL methodologies. The instruction is aligned with classroom instruction, NYC Scope and Sequence, and NYS Standards.

Using the push-in model the licensed ESL teacher works with small groups of students in grades 3, 4, 5, and 6 special eduction supporting classroom teachers using ESL methodologies.

Our Native Language Arts Program in Reading and Writing in Grades K, 1, 2, 3 ,4 and 5 we will continue with an emphasis on development of reading strategies that will enhance comprehension in Spanish. Twice per week there will be a 90 minute block of Reading and Writing in Spanish supported by the units of study that emphasize various genres in reading and writing that are aligned with the NYS Test in E.L.A. Guided reading groups and word work lessons will further support readers. Teachers are encouraged to use Depth of Knowledge questioning and tasks, criteria charts, rubrics and technology to exemplify what good readers and writers do. The EnVision Mathematics program has been implemented in grades K-6 in both Spanish or English depending upon student level of language proficiency. End of topic and unit test assessments are used to set goals for instruction, plan for conferencing and differentiate

A. Programming and Scheduling Information

instruction.

Alignment of the Envision Math program with Common Core State Standards and performance indicators with emphasis on the “September to April” skills provides students with a comprehensive math program and other available resources.

EnVision emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas in preparation for the NYS test in Mathematics.

ESL methodologies are implemented in Social Studies and Science content areas in alignment with the core curriculum initiative and the Scope and Sequence pacing guides. The Delta Foss Kits and Harcourts Science textbooks are used in both bilingual and ESL programs. In Social Studies, McGraw-Hill aligned with the NYC Scope and Sequence is used in all programs.

Teachers use data from the NYSESLAT to determine small group instruction and establish learning goals and objectives. Small group instruction is provided by ESL and bilingual licensed teachers.

Instructional support for SIFE students (5) includes differentiated instruction, small group activities, academic intervention services and participation in the Extended Day with Title III allocations. The attendance of these students is monitored by the attendance teacher. The guidance Counselors and Assistant Principals respond to any inconsistencies in student attendance.

Instructional support for newcomers includes differentiated instruction, small group activities, academic intervention services and participation in the Extended Day. The attendance of these students is monitored by the attendance teacher.

Long term ELLs are supported by ESL in either a pull-out model or self-contained ESL class.

The classroom teachers receive Professional Development in adapting the curriculum for ELL learners. Licensed bilingual and CTT teachers provide instruction according to students’ IEP in order to modify lessons to meet the individual style and needs of the students. Teachers work with related service providers to implement a coordinated approach to student’s educational program.

Planning for ELLs

SIFE

The school is aware of the need for careful planning of services for Students with Interrupted Formal Education. The goal of the program for support of SIFE is to focus on the development of both the academic and linguistic skills of SIFE. In addition to the transitional bilingual program or the freestanding ESL services, the school offers both after-school enrichment programs for these ELL students. PSX 126 currently has 5 SIFE students.

Newly Proficient

Newly Proficient students on the NYSESLAT receive extension of time on state tests and it is under the discretion of the teacher to afford them extended time to accommodate them during unit and teacher made tests. Children are also offered opportunities to attend Extended Day, Afterschool and Saturday Literacy and Math Labs. Teachers are aware of students transition into monlingual classes and therefore are grouped accordingly. They are encouraged to participate in extra-curricular activities. All school programs and activities are open to all students and letters to parents are distributed in both languages. Newly proficient ELLs are placed in ESL self-contained classrooms and are supported with the strategies for enhancing language acquisitions.

Newcomers

PS 126 provides several services to newcomers beyond the regular transitional bilingual program and ESL services. For example, the Afterschool Enrichment Program three times per week provides the grades 2-6 transitional bilingual program students Guided Reading instruction. Instructional support for newcomers also includes differentiated instruction, small group activities provided by Bilingual and ESL teachers in the classroom. Strategies are provided for students of varied proficiency levels, modifying instruction for every lesson taught.

Long-term ELLs and ELLs with 4-6 years

Each year the school requests extension of services for the Long-term ELLs. The school will mandate these students participation in afterschool and extended day programs through after-school programs. In addition, the teachers of the freestanding ESL program work with the classroom teachers to identify students’ need for supplementary reading and math instruction.

In the bilingual program the teachers make increasing English language instruction a priority, without compromising literacy in the native language, therefore creating bi-literate students. PS 126 currently has 21 long-term ELLs in grades 3, 4, 5 and 6.

The majority of the students are in transitional bilingual classes in grades 3, 4 and 6 and the remaining students are in 3, 4, 5, and 6th grade self-contained ESL classes. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped based on their performance on the NYSESLAT, with specific attention being paid to the students’ individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, questioning

A. Programming and Scheduling Information

techniques, Accountable Talk, and tiered activities/ differentiated tasks.

The school librarian uses SmartBoards and laptops with all students including ELLs. Laptop carts are available for research and skill building activities. Every classroom has desk top computers for student use.

Our plan for ELLs identified as having special needs is designed to adapt the curriculum to students needs by providing professional development to licensed bilingual, ESL and CTT teachers in order to modify lessons to meet the individual styles and needs of students on the goals written in their IEPs. In addition the certified special education teachers collaborate with ESL, special ed, and bilingual teachers to address the specific needs of each ELL. These teachers work together to individually plan for academic development and linguistic growth of these students. Mandated service providers support ELLs with IEPs in speech, occupational therapy, and SETTS

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)	Dual Language	Freestanding ESL
100%			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
	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.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Students who reach Proficiency level on the NYSLESLAT

-Those who are still in bilingual classes (parent option) continue to receive support in the native language

-Continue to receive extended time during formative and summative assessments

- Strongly urged to participate in the Afterschool/Saturday Literacy and Math programs

New Programs or Improvements or Resources

-Integration of ELL Afterschool Program and the Afterschool Literacy and Math due to budget and staffing limitations- Students are selected based on various criteria including 2011 NYS ELA, MATH and NYSLESLAT data. Priority was given to students who scored int

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-ESL component in content area materials

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- NLA support is aligned with the Common Core Learning Standards

-Mandated units of study of NLA according to the LAP

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Using the ESL methodologies teachers incorporate activities using visuals, role playing, total physical response, tactile learning and accountable talk. Instruction is differentiated according to students' proficiency levels and learning styles. The goals of the program include assisting students in achieving "on grade" performance levels in NYS Assessments and to achieve English Language proficiency within three years based on NYS Assessments, including the NYSESLAT Interim assessments and other tools for evaluating student progress.

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

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

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

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

On the school level, professional development occurs during daily common grade meetings. Teachers analyze student data, discuss current research, share best practices and develop instructional goals based on student data. Monthly bilingual/ESL meetings provide teachers opportunities to share and discuss best practices, as well as best practices and strategies learned at professional development sessions outside of the school building and strategies for teaching ELLs. Lead Teachers, coaches and school based mentors give demo lessons, assist in planning, and share important information about teaching strategies that will impact student achievement. ESL and Bilingual Teachers model and support monolingual teachers who have ELLs in their classes through demo lessons, school and class intervisitations.

Professional Development Plan for all teachers working with ELL students on the school level occurs daily during common grade meetings.

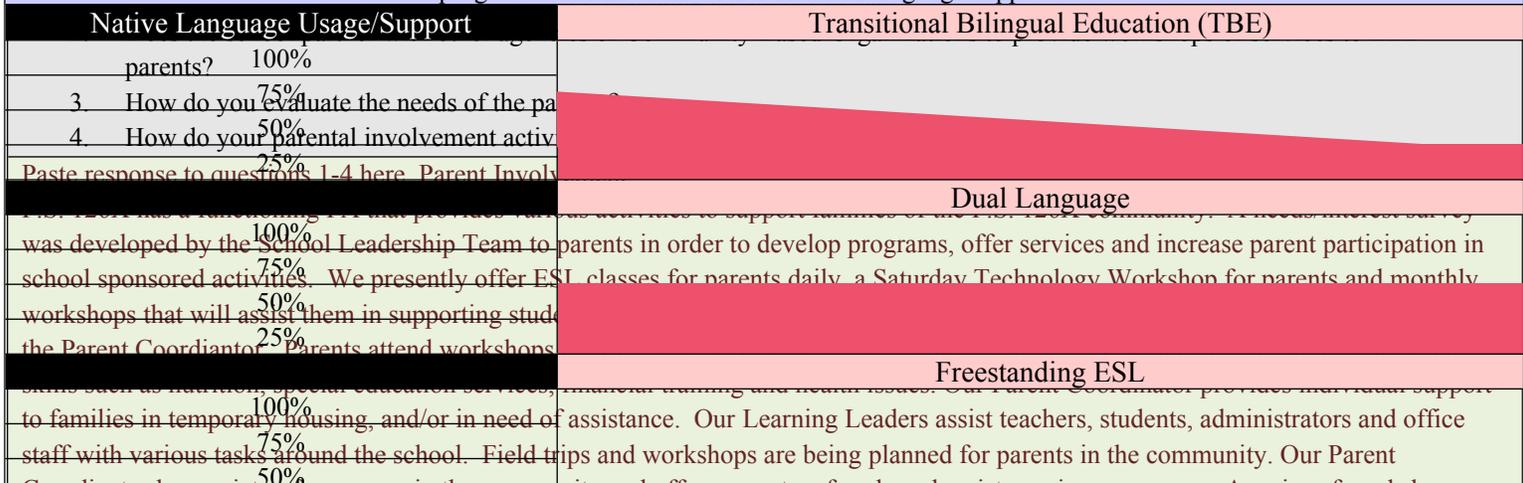
Teachers are afforded opportunities to attend professional development offered by the BETAC Program and the CFO (Children's First Network and any additional training offered. Workshops topics include Compliance Guidelines for ELLS, Using the NYSESLAT to Differentiate Instruction, LAP compliance, AMO and any other offerings by the DOE and BETAC.

Guidance Counselor and Assistant Principal for Grade 6 assist students in Middle School Choice Applications, attendance at the Middle School Fair and Orientations.

Cluster Teachers, all other staff that give support to ELLs will be scheduled for training in order to comply with the 7.5 hours of ELL training.

Native Language Usage and Supports

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E. Parental Involvement

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

Paste response to questions 1-4 here Parent Involvement

P.S. 126X has a functioning PA that provides various activities to support families of the P.S. 126X community. A needs/interest survey was developed by the School Leadership Team to parents in order to develop programs, offer services and increase parent participation in school sponsored activities. We presently offer ESL classes for parents daily, a Saturday Technology Workshop for parents and monthly workshops that will assist them in supporting student progress in school. Weekly ARIS training for parents are conducted each Friday by the Parent Coordinator. Parents attend workshops provided by the Woodycrest Program, Highbridge Life and Bridge Builders in parenting skills such as nutrition, special education services, financial training and health issues. Our Parent Coordinator provides individual support to families in temporary housing, and/or in need of assistance. Our Learning Leaders assist teachers, students, administrators and office staff with various tasks around the school. Field trips and workshops are being planned for parents in the community. Our Parent Coordinator has variety of resources in the community and offers parents referrals and assistance in many ways. A series of workshops are planned to help empower our parents and to help them understand Title I Funds. Parent Orientation Meeting for the ELL's and new arrival are held periodically to inform parents of the available programs for ELL students. Data from the HLS is used to determine language preference for communication. The Learning Environment Survey for parents data is analyzed to determine parent needs. The School Leadership distributes an annual Parent Needs Survey to analyze interests and concerns.

-We are considering conducting Parent workshops conducted by teachers to provide parents with strategies that will help them help their children to become successful learners

-Analysis of surveys will determine the activities and needs planned for parental involvement

B. Programming and Scheduling Information--Continued

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Additional Information

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

The school uses various assessment tools to assess early literacy skills of ELLs. For language arts the DRA, running records, baseline, midline and endline writing, portfolio writing pieces, word analysis, ACUITY predictive, end of lesson tests and the cumulative end of unit assessment. We have gained useful insight regarding the adjustment of our teaching practices, for example, planning with consideration of different learning styles, the effectiveness of using visuals and visual aids and consistent practice of new vocabulary. Based on the data derived from the Spring 2011 NYS assessments including the NYS tests in ELA, Math and NYSLESLAT, ELL students are performing as follows:

In Grade 1- 36% of students are beginners, 36% are intermediate and 8% are at the advanced level. In the Listening and Speaking, 8% are intermediates, 44% are advanced and 24% are proficient. In Reading and Writing, 36% are beginners, 36% are intermediates, 8% are advanced and there are no students at the proficient level. Based on these results, students will continue to get additional support in reading comprehension strategies, grammar and writing conventions

In Grade 2- 84% of the students are advanced overall, while only 13 % are intermediate. There are no students at the beginners' level on the NYSESLAT. In L & S, only 10 % (3 students) performed at the intermediate level, 73% (14 students) performed at the advanced level and 15% (3 students) were proficient. In R & W, 15 % of the students were intermediate, 53% are advanced and 32% are proficient. While the progress in R & W is substantial, we will still continue to place an emphasis on comprehension strategies, higher order thinking skills, vocabulary, grammar and conventions in writing.

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In Grade 6- There are only 11 ELL students of which 7 are advanced overall.

Analysis of the data within the S & L modality in grades K & 1 indicate a significant gap in student performance when compared to R & W performance. The is gap gradually dissapates as student progress through the grade levels and therefore perfromance in all modalites is better aligned. Data from the Reading and Writing portion of the NYSESLAT indicates that there is a greater need to focus on the the use of appropriate grammar usage. These skills are not as deeply assessed in the NYS E.L.A. as they are in the R & W component of NYSLESLAT. We are learning more about the specific needs of our ELLs, where they are succeeding and specific areas where they need additional support. The success of our programs is determined by the following data 1) the percentage of ELLs moving from one level to the next, 2) the percentage of ELLs exiting the program, 3) the percentage of students performing in Levels 3 & 4 on NYS E.L.A. and Math. 4) school level assessments 5) teacher participation in PD 6) Satisfactory teacher evaluation. The gap between other subgroups and ELLs is becoming significantly.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development

On the school level, professional development occurs during daily common grade meetings. Teachers analyze student data, discuss current research, share best practices and develop instructional goals based on student data. Monthly bilingual/ESL meetings provide teachers opportunities to share and discuss best practices, as well as best practices and strategies learned at professional development sessions outside of the school building and strategies for teaching ELLs. Lead Teachers, coaches and school based mentors give demo lessons, assist in planning, and share important information about teaching strategies that will impact student achievement. ESL and Bilingual Teachers model and support monolingual teachers who have ELLs in their classes through demo lessons, school and class intervisitations.

Professional Development Plan for all teachers working with ELL students on the school level occurs daily during common grade meetings.

Teachers are afforded opportunities to attend professional development offered by the BETAC Program and the CFO (Children's First Network and any additional training offered. Workshops topics include Compliance Guidelines for ELLS, Using the NYSESLAT to Differentiate Instruction, LAP compliance, AMO and any other offerings by the DOE and BETAC.

Guidance Counselor and Assistant Principal for Grade 6 assist students in Middle School Choice Applications, attendance at the Middle School Fair and Orientations.

Cluster Teachers, all other staff that give support to ELLs will be scheduled for training in order to comply with the 7.5 hours of ELL training.

E. Parental Involvement

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

Paste response to questions 1-4 here Parent Involvement

P.S. 126X has a functioning PA that provides various activities to support families of the P.S. 126X community. A needs/interest survey was developed by the School Leadership Team to parents in order to develop programs, offer services and increase parent participation in school sponsored activities. We presently offer ESL classes for parents daily, a Saturday Technology Workshop for parents and monthly workshops that will assist them in supporting student progress in school. Weekly ARIS training for parents are conducted each Friday by the Parent Coordinator. Parents attend workshops provided by the Woodycrest Program, Highbridge Life and Bridge Builders in parenting skills such as nutrition, special education services, financial training and health issues. Our Parent Coordinator provides individual support to families in temporary housing, and/or in need of assistance. Our Learning Leaders assist teachers, students, administrators and office staff with various tasks around the school. Field trips and workshops are being planned for parents in the community. Our Parent Coordinator has variety of resources in the community and offers parents referrals and assistance in many ways. A series of workshops are planned to help empower our parents and to help them understand Title I Funds. Parent Orientation Meeting for the ELL's and new arrival are held periodically to inform parents of the available programs for ELL students. Data from the HLS is used to determine language preference for communication. The Learning Environment Survey for parents data is analyzed to determine parent needs. The School Leadership distributes an annual Parent Needs Survey to analyze interests and conce

-We are considering conducting Parent workshops conducted by teachers to provide parents with strategies that will help them help their children to become successful learners

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-We are considering conducting Parent workshops conducted by teachers to provide parents with strategies that will help them help their children to become successful learners

-Analysis of surveys will determine the activities and needs planned for parental involvement

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)	4	10	0	4	3	2	0							23
Intermediate(I)	1	9	3	9	7	12	1							42
Advanced (A)	0	6	16	6	20	15	6							69
Total	5	25	19	19	30	29	7	0	0	0	0	0	0	134

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	0	1	1	0						
	I	2	2	2	1	3	3	0						
	A	1	11	14	11	17	13	2						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	1	7	3	7	9	12	5						
READING/ WRITING	B	4	9	0	4	3	2	0						
	I	1	9	3	9	7	12	1						
	A	0	2	10	6	18	13	5						
	P	0	0	6	0	2	2	1						

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	0	0	4
4	5	12	6	0	23
5	6	19	5	0	30
6	3	6	1	0	10
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	2	2							4
4	1	3	10	2	2	3			21
5									0
6	0	0	7	0	3				10
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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.

The school uses various assessment tools to assess early literacy skills of ELLs. For language arts the DRA, running records, baseline, midline and endline writing, portfolio writing pieces, word analysis, ACUITY predictive, end of lesson tests and the cumulative end of unit assessment. We have gained useful insight regarding the adjustment of our teaching practices, for example, planning with consideration of different learning styles, the effectiveness of using visuals and visual aids and consistent practice of new vocabulary. Based on the data derived from the Spring 2011 NYS assessments including the NYS tests in ELA, Math and NYSLESLAT, ELL students are performing as follows:

In Grade 1- 36% of students are beginners, 36% are intermediate and 8% are at the advanced level. In the Listening and Speaking, 8% are intermediates, 44% are advanced and 24% are proficient. In Reading and Writing, 36% are beginners, 36% are intermediates, 8% are advanced and there are no students at the proficient level. Based on these results, students will continue to get additional support in reading comprehension strategies, grammar and writing conventions

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Part VI: LAP Assurances

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		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: 09x126

School Name: PS 126X

Cluster: 209

Network: 9

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.

Home Language Surveys indicate that more than 70 % of our families consider Spanish as their dominant language, therefore all communication to parents is offered in English and Spanish.

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.

Based on the HLS, Spanish written and oral interpretation present the greatest need.

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.

Translation of the following services will be provided by P.S. 126X: registration forms, report cards, progress reports, conduct, safety and discipline forms, permission slips and consent forms, entitlement to public and special education services and any other critical documents. Translations are provided by qualified bilingual and bi-literate staff members.

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.

Parent Coordinator and assigned office staff are available to provide oral interpretations.

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>.

During Parent sponsored Activities including Back to School Night, parent workshops, Parent Teacher conferences, and parent notices, families are informed of their rights to have translation services available.

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: 126X	DBN: 09X126
Cluster Leader: Charles Admundsen	Network Leader: Marlene Wilks
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ✱Before school ✱After school ✱Saturday academy ✱Other: Extended Day
Total # of ELLs to be served: 95 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 7 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Based on the data derived from the Spring 2011 NYS assessments including the NYS tests in ELA, Math and NYSLESLAT, ELL students are performing as follows: In Grade 1- 36% of students are beginners, 36% are intermediate and 8% are at the advanced level. In the Listening and Speaking, 8% are intermediates, 44% are advanced and 24% are proficient. In Reading and Writing, 36% are beginners, 36% are intermediates, 8% are advanced and there are no students at the proficient level. Based on these results, students will continue to get additional support in reading comprehension strategies, grammar and writing conventions In Grade 2- 84% of the students are advanced overall, while only 13 % are intermediate. There are no students at the beginners' level on the NYSESLAT. In L & S, only 10 % (3 students) performed at the intermediate level, 73% (14 students) performed at the advanced level and 15% (3 students) were proficient. In R & W, 15 % of the students were intermediate, 53% are advanced and 32% are proficient. While the progress in R & W is substantial, we will still continue to place an emphasis on comprehension strategies, higher order thinking skills, vocabulary, grammar and conventions in writing. In Grade 3- Overall on the NYSLESLAT there are 4 students in the beginning level (2 have an IEPs) and the others have less than 3 years. In L & S, there are no beginners however the newcomers are intermediates and 86% of the students are advanced or proficient. The same 4 students are beginners in R & W, while 9 students are intermediates. and only 8 students are advanced or proficient. We will still continue to place an emphasis on comprehension strategies, higher order thinking skills, vocabulary, grammar and conventions in writing. In Grade 4- Overall there are out of 32 ELLs, only 3 are beginners, and 6 are intermediates. The remaining (21 students) are advanced or proficient. In order to increase the number of students who are proficient we must provide tasks in reading and writing that are more rigorous. Of the Twenty-three (23), Grade 4 students who took the ELA exam in 2011, 6 students performed in Level 1, 11 in Level 2 and 5 students scored a Level 3. Twenty-nine students were administered the NYS test in mathematics. Five (5) students attained Level 3, 16 students achieved Level 2 and seven students are in Level 1. Emphasis on math vocabulary, problem solving strategies and modeling will be the focus for intervention. Grade 5- On the NYSLESLAT, 2 students are in the beginners level and both are newcomers. Eleven (11) students are intermediates and 13 students are at the advanced level. In Grade 5 32% of the ELL students have IEPs. However in L & S, there is only 1 beginner and 3 intermediates. The remaining 27 students are advanced or proficient in that strand. In R & W, there are 2 beginners, 11 students in the intermediate level and 14 students who are advanced or proficient. On the 2011 E.L.A, 25 students were tested. Four students reached Level 3, 14 students in Level 2 and 8 students Level 1. Twenty-six students took the NYS test in math, one student achieved a Level 4, 11 students in Level 3, 7 students in Level 2 and only 3 students in Level 1. In Grade 6- There are only 11 ELL students of which 7 are advanced or proficient overall. Supplemental instructional support will include the extended day program for students in K-6 which operates every

Part B: Direct Instruction Supplemental Program Information

Monday, Tuesday and Wednesday from 2:50 to 3:40 pm for the duration of the school year. Extended day activities include guided reading, writing and math in a small group setting (no greater than 10:1 ratio). Materials include intervention materials from the "Journeys" program which include vocabulary readers, spelling and word cards, and guided reading books. The "Focus" math intervention program, a supplement to our school wide EnVisions math series focuses on developing number sense and problem solving through center activities, interactive and visual strategies and real world application. The Afterschool Literacy and Math Lab operates every Monday, Tuesday and Wednesday from 3:45 - 5:45. This program only services students in grades 3-6. The Scholastic Reading Strategies Kit uses a whole group (teacher models) pair and share- then individual differentiated tasks for reading strategies.

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:

On the school level, professional development occurs during daily common grade meetings. Teachers analyze student data, discuss current research, share best practices and develop instructional goals based on student data. Monthly bilingual/ESL meetings provide teachers opportunities to share and discuss best practices, as well as best practices and strategies learned at professional development sessions outside of the school building and strategies for teaching ELLs. Lead Teachers, coaches and school based mentors give demo lessons, assist in planning, and share important information about teaching strategies that will impact student achievement. ESL and Bilingual Teachers model and support monolingual teachers who have ELLs in their classes through demo lessons, school and class intervisitations. Professional Development Plan for all teachers working with ELL students on the school level occurs daily during common grade meetings. Teachers are afforded opportunities to attend professional development offered by the BETAC Program and the CFO (Children's First Network and any additional training offered. Workshops topics include Compliance Guidelines for ELLS, Using the NYSESLAT to Differentiate Instruction, LAP compliance, AMO and any other offerings by the DOE and BETAC. Guidance Counselor and Assistant Principal for Grade 6 assist students in Middle School Choice Applications, attendance at the Middle School Fair and Orientations. Cluster Teachers, all other staff that give support to ELLs will be scheduled for training in order to comply with the 7.5 hours of ELL training.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: P.S. 126X has a functioning PA that provides various activities to support families of the P.S. 126X community. A needs/interest survey was developed by the School Leadership Team to parents in order to develop programs, offer services and increase parent participation in school sponsored activities. We presently offer ESL classes for parents daily, a Saturday Technology Workshop for parents and monthly workshops that will assist them in supporting student progress in school. Weekly ARIS training for parents are conducted each Friday by the Parent Coordinator. Parents attend workshops provided by the Woodycrest Program, Highbridge Life and Bridge Builders in parenting skills such as nutrition, special education services, financial training and health issues. Our Parent Coordinator provides individual support to families in temporary housing, and/or in need of assistance. Our Learning Leaders assist teachers, students, administrators and office staff with various tasks around the school. Field trips and workshops are being planned for parents in the community. Our Parent Coordinator has variety of resources in the community and offers parents referrals and assistance in many ways. A series of workshops are planned to help empower our parents and to help them understand Title I Funds. Parent Orientation Meeting for the ELL's and new arrival are held periodically to inform parents of the available programs for ELL students. Data from the HLS is used to determine language preference for communication. The Learning Environment Survey for parents data is analyzed to determine parent needs. The School Leadership distributes an annual Parent Needs Survey to analyze interests and concerns. We are considering conducting Parent workshops conducted by teachers to provide parents with strategies that will help them help their children to become successful learners. Analysis of surveys will determine the activities and needs planned for parental involvement.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		