



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : TWIN PARKS UPPER SCHOOL/ IS 129X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X129

PRINCIPAL: YVETTE BEASLEY **EMAIL:** YBEASLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Yvette Beasley	*Principal or Designee	
Lauren Council	*UFT Chapter Leader or Designee	
Teshawnie Brown	*PA/PTA President or Designated Co-President	
Germaine Baker	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Valicia Adderly	Member/parent	
Rosalinda Colon	Member/parent	
Theo Brown	Member/parent	
Eduviges Rodriguez	Member/parent	
Jessica Loiza	Member/parent	
Leticia Cintron	Member/parent	
Mildred Crespo	Member/UFT	
Sharon Davis	Member/CSA	
Andrea Budraj	Member/parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
: By June 2012- the number of students who achieve a minimum of one year progress in ELA on the 2011-2012 Progress Report will increase. In order to maintain the school's accountability status in mathematics, which places I.S. 129 in good standing, added focus will be given to the delivery of instruction to ELLs and students with special needs. Students who performed in Levels 1 and 2 will receive academic intervention services to increase their individual scores in the state examinations.

Comprehensive needs assessment

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

Priority area for improving student performance based on NYC progress report and ELA scores on NYS exam, particularly for ELLs and Students with disabilities.

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.

→ Use of Data → -Collect, record, analyze and document independent reading level on a day-to-day, weekly and monthly basis for each student, class and grade → -Use running records to ensure appropriate placement in guided reading groups (conducted every 3 months) → -Analyze student work (reading and writing) to come to agreement on uniform criteria of quality and instructional strategies to be taught (September and ongoing) → Conduct goal setting meetings 3 times a year with all teachers-the initial meeting is the goal setting meeting, which also names the targeted students. The second meeting monitors the movement of the targeted students and what resources are needed. The meetings serve as an accountability mechanism for student/teacher progress. -Administrators, Coach, Lead Teacher, Teachers → Curriculum and Instruction → -Establish and ensure the use of appropriate standards-based rubrics for student writing and other literacy tasks (September and ongoing) → To continue to implement the new core standards through professional development sessions. The standards will address the following: The core standards for college and career readiness through listening, speaking, reading, and writing. -Utilize grade level curriculum maps to guide instruction (September and ongoing) → -Focus on the application of skills and strategies for reading texts in the various components of balanced literacy (shared, guided and independent reading) from September and ongoing → -Administrators, coach, mentors, consultants, teachers → One hundred percent of teachers in ELA will have accomplished:
→ The development and maintenance of individual assessment binders, which include: → Text gradient levels, running records and conference notes → Student work samples → Long-term and short-term learning goals → Rubrics for analyzing student work → Teacher feedback to identify strengths and weaknesses used to formulate/modify instructional plans → -The development and ongoing refinement of a standards-based curriculum map which includes skill acquisition and application/practice of strategies for reading/writing texts during shared and guided reading/writing → -Review and

analysis of ACUITY Predictive or Instructionally Targeted Assessment (ITA) results, teacher made tests, projects, etc. → -Consistent use of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, and lesson plans → -Classroom learning centers to facilitate differentiated learning → -Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data → -Classroom libraries with accessible leveled guided and independent reading materials, or classified by genre or authors. → AP, Coach or Principal will closely monitor the efficient implementation and administration of the various assessments, and all artifacts and documents will be reviewed on a bi-weekly basis.

→ Development of Staff → -Coaches, mentors, lead teachers and consultants provide staff with ongoing training beginning in September to ensure effective implementation of ‘best practices’ → -Create a data informed professional development plan by teachers, grades and the school → -Continued participation in weekly subject conferences → -Administrators, coach, mentors, consultants, teachers → Use of Resources → -Use benchmark books, e.g. 100-Book Challenge, to determine independent reading levels → School wide use of the IRLA-Independent Reading Level Assessments to monitor independent reading level movement → Monthly → -AIS teachers (using C4E allocations) for students performing on Levels 1 and 2 (September and ongoing) → -Ensure appropriate amount of both guided and independent reading books across levels in all classrooms (September and ongoing) → -Provision of a schedule that allows for common planning time by grade level on a weekly basis (September and ongoing) → -Administrators, coach, mentors, consultants, teachers → Personal Leadership → -Provision of daily block schedules to interact with students and informally observe teaching and learning during ELA instruction (September and ongoing) → -Perusal, review and analyses of quantitative and qualitative data and meetings with coach/mentor/consultants to identify support needed by individual teachers and students (September and ongoing) → -Strengthen the School Leadership Team and Inquiry Teams for shared responsibilities in decision making processes (September and ongoing) → -Administrators, coach, mentors, consultants, teachers; Title I-SWP- AUSSIES, Professional Development from 100 Book Challenge, NYC Connected Learning per session for Saturday Academy classes- which provide either enrichment or additional academic interventions in ELA; Title I ARRA SWP; Title I SWP; Title III LEP;

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.
 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held on a monthly basis.
 3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: progress reports from Datacation, daily consultation with teachers and support staff, letters, phone calls, Messenger messages, website (email).
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: website (email), letters, phone calls, Messenger messages.
 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: open wide policy on visiting classrooms.
 6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (all students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I – n/ a for the 2011- 2012 school year.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Partnerships with local universities

form partnerships with local teacher preparation programs and alternative licensure programs.

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Input on new teacher hiring: Grade/subject level teacher teams participate in the hiring process for candidates who will work in that grade. This ensures that candidates are aware of the school's team-based philosophy, and that they are a good fit for the group of professionals with whom they will most often be working. Grade / subject level teams participate in interviews, serve as hiring committee chairs, accompany principals to hiring

fairs, and conduct informal lunches or meetings with finalist candidates.

Delivery of new teacher induction: New teachers are typically paired with a mentor teacher from their grade/subject level team for 1-2 years. This mentor process, which is typically separate from any district induction program, not only helps incorporate the new teacher into the school, but also quickly indoctrinates them into the grade-level team culture.

Delivery of professional development: Grade/subject level teams meet to discuss developmental needs and share these directly with the principal or other instructional leader who sits in on team meetings. Appropriate professional development and training is most often provided in grade level planning time rather than across the entire staff. Where appropriate, a master teacher from within the grade level team can lead the professional development session.

Development and refinement of common lesson plans: A key strength of the grade/subject level teams is their capacity to strengthen teachers' abilities to work collaboratively in crafting and refining outstanding lesson plans matched to the overall curriculum and academic standards. Lessons are commonly developed during grade level team meetings and are then modeled, observed, and further polished. In some instances, model lessons are taught in succession by each teammate who is observed by the other teammates and instructional leaders who provide advice and further potential refinements. By developing this framework, teachers are supported by a built-in library of effective lessons. As co-authors of these lessons, they also feel more empowered to tailor them as needed to meet the needs of students in their particular classrooms. Teachers feel supported by a built-in library of effective lessons. As co-authors of these lessons, they also feel more empowered to tailor them as needed to meet the needs of students in their particular classrooms.

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.

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.

Per session for Saturday Academy classes- which provide either enrichment or additional academic interventions in ELA and Math, Title I ARRA SWP; Title I SWP; Title III for LEP students.

- Development of Staff -Coaches, mentors, lead teachers and consultants provide staff with ongoing training beginning in September to ensure effective implementation of 'best practices'
- Create a data informed professional development plan by teachers, grades and the school
- Continued participation in weekly subject conferences
- Administrators, coach, mentors, consultants, teachers
- Use of Resources -Use benchmark books, e.g. 100-Book Challenge, to determine independent reading levels
- School wide use of the IRLA-Independent Reading Level Assessments to monitor independent reading level movement
- Monthly -AIS teachers (using C4E allocations) for students performing on Levels 1 and 2

(September and ongoing) □ -Ensure appropriate amount of both guided and independent reading books across levels in all classrooms (September and ongoing) □ -Provision of a schedule that allows for common planning time by grade level on a weekly basis (September and ongoing) □ - Administrators, coach, mentors, consultants, teachers □ Personal Leadership □ -Provision of daily block schedules to interact with students and informally observe teaching and learning during ELA instruction (September and ongoing) □ -Perusal, review and analyses of quantitative and qualitative data and meetings with coach/mentor/consultants to identify support needed by individual teachers and students (September and ongoing) □ -Strengthen the School Leadership Team and Inquiry Teams for shared responsibilities in decision making processes (September and ongoing) □ - Administrators, coach, mentors, consultants, teachers□;Title I-SWP- AUSSIES, Professional Development from 100 Book Challenge, NYC Connected Learning per session for Saturday Academy classes- which provide either enrichment or additional academic interventions in ELA

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012- the number of students who achieve a minimum of one year progress in mathematics on the 2011-2012 Progress Report will increase. In order to maintain the school’s accountability status in mathematics, which places I.S. 129 in good standing, added focus will be given to the delivery of instruction to ELLs and students with special needs. Students who performed in Levels 1 and 2 will receive academic intervention services to increase their individual scores in the state examinations.

Comprehensive needs assessment

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

Priority area for improving student performance based on NYC progress report and Math scores on NYS exam, particularly for ELLs and Students with disabilities.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - 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.

Use of Data → -Collect, record, analyze and document skill levels for each student, class and grade → -Use periodic assessments, such as ACUITY and teacher-made tests, to ensure appropriate placement in groups for differentiated instruction and academic intervention groups → -Analyze student work (open ended problems) to come to agreement on uniform criteria of quality and instructional strategies to be taught (September and ongoing) → - Administrator, Coach, Lead Teacher, Teachers → Curriculum and Instruction → -Establish and ensure the use of appropriate standards-based rubrics for student work and evaluation *To continue to implement the new core standards through professional development sessions: Grade 6-Rations and

Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability Grade 7-Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability, and Grade 8-The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability → -Utilize grade level IMPACT curriculum and pacing charts to guide planning and instruction, and supplement the program with various resources → -Focus on the application of strategies for effective instruction using the workshop model as a guide (September and ongoing) → -Administrator, Coach, Lead Teacher, Teachers, Students

Development of Staff → -Coach and lead teacher will provide staff with ongoing training beginning in September to ensure effective implementation → -Create a data informed professional development plan based on needs assessment results → -Staff, whenever possible, will attend professional development within and outside of school → -Selected staff will attend the annual NCTM conference. → -Conduct goal setting meetings 3 times a year with all teachers: the initial meeting is the goal setting meeting, which also names the targeted students. the second meeting monitors the movement of the targeted students and what resources are needed. The meetings serve as an accountability mechanism for student/teacher progress. → Use of Resources → -Use the NYC standards based curriculum thru the IMPACT text and all ancillary resources → -Supplement the IMPACT text with grade and standards-based appropriate workbooks → -Use of the Rally simulated pre and post exams for diagnostic purposes → -Provision of a schedule that allows for common planning time for all Math teachers → Personal Leadership → -Provision of block schedule daily to interact with students and informally observe teaching and learning during Math instruction → -Perusal and review of quantitative and qualitative data to identify support needed by individual teachers in different grade levels → -Strengthen the School Leadership Team and Math Inquiry Team for shared responsibilities → -Conduct parent workshops to familiarize parents with curriculum and help them join in educating their child → Title I- SWP- AP/Math coach to provide professional development TL Fair student funding-to provide support for RALLY pre and post tests monitoring Saturday Academy- per session payment for enrichment and/or academic intervention sessions

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.
 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held on a monthly basis.
 3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: progress reports from Datacation, daily consultation with teachers and support staff, letters, phone calls, Messenger messages, website (email).
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: website (email), letters, phone calls, Messenger messages.
 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: open wide policy on visiting classrooms.
 6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (all students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I – n/ a for the 2011- 2012 school year.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Partnerships with local universities

form partnerships with local teacher preparation programs and alternative licensure programs.

Input on new teacher hiring: Grade/subject level teacher teams participate in the hiring process for candidates who will work in that grade. This ensures that candidates are aware of the school's team-based philosophy, and that they are a good fit for the group of professionals with whom they will most often be working. Grade / subject level teams participate in interviews, serve as hiring committee chairs, accompany principals to hiring fairs, and conduct informal lunches or meetings with finalist candidates.

Delivery of new teacher induction: New teachers are typically paired with a mentor teacher from their grade/subject level team for 1-2 years. This mentor process, which is typically separate from any district induction program, not only helps incorporate the new teacher into the school, but also quickly indoctrinates them into the grade-level team culture.

Delivery of professional development: Grade/subject level teams meet to discuss developmental needs and share these directly with the principal or

other instructional leader who sits in on team meetings. Appropriate professional development and training is most often provided in grade level planning time rather than across the entire staff. Where appropriate, a master teacher from within the grade level team can lead the professional development session.

Development and refinement of common lesson plans: A key strength of the grade/subject level teams is their capacity to strengthen teachers' abilities to work collaboratively in crafting and refining outstanding lesson plans matched to the overall curriculum and academic standards. Lessons are commonly developed during grade level team meetings and are then modeled, observed, and further polished. In some instances, model lessons are taught in succession by each teammate who is observed by the other teammates and instructional leaders who provide advice and further potential refinements. By developing this framework, teachers are supported by a built-in library of effective lessons. As co-authors of these lessons, they also feel more empowered to tailor them as needed to meet the needs of students in their particular classrooms. Teachers feel supported by a built-in library of effective lessons. As co-authors of these lessons, they also feel more empowered to tailor them as needed to meet the needs of students in their particular classrooms.

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.

The services will adhere to the following:

- (1) support high-quality and comprehensive educational programs
- (2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements and State academic content and student academic achievement standards;
- (3) ensure that students are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- (4) ensure that students receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all students are expected to meet;
- (5) design programs to help students who possess, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment;

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.
- Per session for Saturday Academy classes- which provide either enrichment or additional academic interventions in ELA and Math, Title I ARRA SWP; Title I SWP; Title III for LEP students.
- -The development and maintenance of individual assessment binders which include: Text gradient levels, specific skill levels, and conferring notes Rubrics for analyzing student work Teacher feedback to identify strengths and weaknesses, and formulate instructional plans
- The development and ongoing refinement of a standards-based curriculum which includes strategies for effective teaching based on data -

Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data. □ -Classroom learning centers to facilitate differentiated learning □ -Grade specific common planning time embedded in school program. □ -Incremental gains leading to an overall 5% increase in student performance □ Instruments of measure will include, but not limited to: □ Acuity periodic assessments, ITA and Diagnostic (November, February and June) □ Standardized State Exams(September) □ Standardized Unit assessments aligned to the Impact Text(Monthly) □ Midterm and Final exams(January and June) □ Teacher made assessments(Bi-weekly) □ Student artifacts □ Weekly “Problem of the Week”(weekly) □ Rally pre and post tests □ Slice samples of student work from the Inquiry team(twice for the school year)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012 100% of students in grades 6-8 will be engaged in one literacy and/or math task embedded in a rigorous curriculum unit of study aligned to the CCLS.

Comprehensive needs assessment

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

Priority area for improving student performance based on NYC progress report, ELA and Math scores on NYS exam, particularly for ELLs and Students with disabilities.

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 order to achieve this, students will show approximate growth of one book level on every alternate five-week cycle (10 weeks) of achievement monitoring. The monitoring will take place on the computer through the program-School Pace.
- All students in collaboration their subject teachers will establish individual goals for each student with teachers.

Use of data

- Collect, record, analyze and document independent reading levels on a monthly basis through School Pace-Title 1 funding
- Analyze student work (reading and writing) to come to agreement on uniform criteria of quality and instructional strategies to be taught- (SLICE)
- Collect, record and analyze- student data- acuity, teacher made, standardized tests, IEPs, student work and student goals
- Small group tutoring with ELA/Math teachers- during the school day for all at risk students, including bilingual and special education
- Whole class instruction with an AIS teacher using updated ELA/Math strategies
- Saturday Academy instruction
- Before school- small group tutoring
- Small group lunch tutoring
- Twice a week- 75 minute small group instruction-extended day
- Peer tutoring embedded into daily instruction during the school day

- After school remediation from October to March – After school program
- After school program using multi-disciplinary approach in guidance and counseling (objective is to improve attendance)

Curriculum and instruction

- Establish and ensure the use of standards based rubrics for student writing
- Utilize grade level curriculum maps to guide instruction
- Focus on the application of strategies for reading texts during shared and guided reading

Development of Staff

- Coaches and lead teachers provide staff with ongoing training beginning in September
- Create a data informed professional development plan by teacher and grade and ethnic groups by using the Framework of Teaching by Charlotte Danielson

Personal Leadership

- The principal creates a schedule that allows for common planning by grade level
- The principal reviews and provides feedback on the curriculum units
- The principal reviews quantitative and qualitative data and meets with the AP/coach to identify support needed by the individual teacher

Use of Title 1 funds and fair student funding monies for administrators which include Principal, Assistant Principal, F status Assistant Principal, AUSSIES and professional development consultants from the network

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.
 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on a monthly basis.
 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: progress reports from Datacation, daily consultation with teachers and support staff, letters, phone calls, Messenger messages, website (email).
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: website (email), letters, phone calls, Messenger messages.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open wide policy on visiting classrooms.
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A

requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (all students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I – n/ a for the 2011- 2012 school year.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Partnerships with local universities

form partnerships with local teacher preparation programs and alternative licensure programs.

Input on new teacher hiring: Grade/subject level teacher teams participate in the hiring process for candidates who will work in that grade. This ensures that candidates are aware of the school's team-based philosophy, and that they are a good fit for the group of professionals with whom they will most often be working. Grade / subject level teams participate in interviews, serve as hiring committee chairs, accompany principals to hiring fairs, and conduct informal lunches or meetings with finalist candidates.

Delivery of new teacher induction: New teachers are typically paired with a mentor teacher from their grade/subject level team for 1-2 years. This mentor process, which is typically separate from any district induction program, not only helps incorporate the new teacher into the school, but also quickly indoctrinates them into the grade-level team culture.

Delivery of professional development: Grade/subject level teams meet to discuss developmental needs and share these directly with the principal or other instructional leader who sits in on team meetings. Appropriate professional development and training is most often provided in grade level

planning time rather than across the entire staff. Where appropriate, a master teacher from within the grade level team can lead the professional development session.

Development and refinement of common lesson plans: A key strength of the grade/subject level teams is their capacity to strengthen teachers' abilities to work collaboratively in crafting and refining outstanding lesson plans matched to the overall curriculum and academic standards. Lessons are commonly developed during grade level team meetings and are then modeled, observed, and further polished. In some instances, model lessons are taught in succession by each teammate who is observed by the other teammates and instructional leaders who provide advice and further potential refinements. By developing this framework, teachers are supported by a built-in library of effective lessons. As co-authors of these lessons, they also feel more empowered to tailor them as needed to meet the needs of students in their particular classrooms. Teachers feel supported by a built-in library of effective lessons. As co-authors of these lessons, they also feel more empowered to tailor them as needed to meet the needs of students in their particular classrooms.

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.

The services will adhere to the following:

- (1) support high-quality and comprehensive educational programs
- (2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements and State academic content and student academic achievement standards;
- (3) ensure that students are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- (4) ensure that students receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all students are expected to meet;
- (5) design programs to help students who possess, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment;

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.

Per session for Saturday Academy classes- which provide either enrichment or additional academic interventions in ELA and Math, Title I ARRA SWP; Title I SWP; Title III for LEP students.

Title I= SWP- 10 % Professional Development-programs to be determined Title I- SWP- Professional Development- AUSSIES, NYC Connected Learning and another program to be announced

□ Development of Staff □ -Coaches, mentors, lead teachers and consultants provide staff with ongoing training beginning in September to ensure continued data analysis □ -Create a data informed professional development plan by teachers, grades and the school □ -Continued participation in weekly subject conferences □ Use of Resources □ -Use ACUITY and ARIS tools in analyzing periodic assessment results □ -Ensure availability of online tools □ -Principal creates a schedule that allows for common planning time by grade level □ Personal Leadership - Principal reviews quantitative and qualitative data and meets with coaches, lead teachers, mentors, and consultants on a weekly basis to identify support needed by individual teacher and grade □ -Inform the leadership team so overall school progress is shared as indicated on Quality Review Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

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.

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.

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.

Strategies for attracting Highly Qualified Teachers (HQT)

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

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.

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.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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.

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.

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.

Strategies for attracting Highly Qualified Teachers (HQT)

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

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.

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.

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	170	170	170	170	20	15	15	0
7	166	166	166	166	10	14	16	0
8	206	206	206	206	206	5	20	0
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	<p>Small group tutoring with ELA teacher and paraprofessionals- during the school day for all at risk students, including bilingual and special education</p> <p>Whole class instruction with an AIS teacher using SRA, Wilson, Great Leaps, Word Build, Triumph and Rewards, at least 3- 4 times a week</p> <p>Saturday Academy instruction</p> <p>Before school- small group tutoring</p> <p>Small group lunch tutoring</p> <p>Twice a week- 75 minute small group instruction-extended day</p> <p>One-to-one conferences embedded into daily instruction</p> <p>Peer tutoring embedded into daily instruction during the school day</p> <p>SASF as an after school program for academic and enrichment purposes from October to June</p> <p>CAPS using multi-disciplinary approach in guidance and counseling (objective is to improve attendance)</p>
Mathematics	<p>Small group tutoring with Math teacher- during the school day</p> <p>Saturday Academy instruction</p> <p>Before school- small group tutoring</p> <p>Small group lunch tutoring</p> <p>Twice a week- 75 minute small group instruction-extended day</p> <p>One-to-one conferences embedded into daily instruction</p> <p>Peer tutoring embedded into daily instruction during the school day</p> <p>SASF as an after school program for academic and enrichment purposes from October to June</p> <p>CAPS using multi-disciplinary approach in guidance and counseling (objective is to improve attendance)</p>

Science	<p>Small group instruction embedded into daily instruction, peer tutoring embedded into daily instruction</p> <p>Before- and After- school remediation (EXIT Project completion)</p>
Social Studies	<p>Before school- small group instruction</p> <p>Small group instruction embedded into daily instruction, peer tutoring embedded into daily instruction</p> <p>After school remediation (EXIT Project completion)</p>
At-risk Services provided by the Guidance Counselor	<p>During the school day- small group or if necessary, whole class instruction. group counseling, one-on-one counseling, if necessary home visits</p>
At-risk Services provided by the School Psychologist	<p>During the school day- small group; group counseling</p>
At-risk Services provided by the Social Worker	<p>During the school day- small group; group counseling</p>
At-risk Health-related Services	<p>During the school day- small group, if necessary; one-on-one counseling</p>

**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.

Parent Compact 2011-2012

I. General Expectations

I.S. 129 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. I.S. 129 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. From the school’s Leadership Team
 - b. Through the school’s website
 - c. Through communication with the school’s Parent Coordinator
2. I.S. 129 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. From the school’s Leadership team
 - b. Through the school’s website
 - c. Through communication with the school’s Parent Coordinator
3. I.S. 129 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. From the school’s Leadership team
 - b. Through the school’s website

- c. Through communication with the school's Parent Coordinator
- 4. I.S. 129 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - a. Learning Leaders
 - b. Urban Advantage
 - c. School Leadership Team
- 5. I.S. 129 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
- 6. I.S. 129 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Before and after school programs
 - ii. Saturday Academy
 - iii. In school lunch time tutoring
 - iv. Monthly website letter updates
 - v. Weekly school wide parent telephone calls.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value

and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- i. Parent meetings
 - ii. Parent communication with the Parent Coordinator
 - iii. School Leadership communication
 - iv. Email communication
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- i. Learning Leaders
 - ii. Urban Advantage
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- i. Monthly translated letters updating school information
 - ii. Weekly translated school wide telephone calls
 - iii. Updated website information

III. Discretionary School Parental Involvement Policy Components

I.S. 129's Parental Involvement Policy includes activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with

participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by I.S. 129 on February 5, 2012 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before February 12, 2012.

Part B: School-Parent Compact

I.S. 129, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011- 12.

Required School-Parent Compact Provisions

School Responsibilities

I.S. 129 will:

14. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
15. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on a monthly basis.
16. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: progress reports from Datacation, daily

- consultation with teachers and support staff, letters, phone calls, Messenger messages, website (email).
17. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: website (email), letters, phone calls, Messenger messages.
 18. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open wide policy on visiting classrooms.
 19. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 20. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 21. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (all students), and will encourage them to attend.
 22. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 23. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 24. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 25. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 26. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I – n/a for the 2011- 2012 school year.

Required School-Parent Compact Provisions

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 to 45 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- **SIGNATURES:**

SCHOOL

DATE

PARENT(S)

DATE

STUDENT

DATE

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12 X 129 **School Name:** Twin Parks Upper School

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

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

Category: Basic Focused Comprehensive

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

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

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

For two consecutive years I.S. 129X Students with Disabilities subgroup failed to make their Annual Yearly Progress as evidenced by the New York State Grades 6,7,and 8 ELA Exam. Our goal this year is for our Students with Disabilities to demonstrate progress towards achieving basic standards in literacy, as measured by a 3% increase on the 2012 NYS ELA Exam as compared to the 2011 NYS ELA Exam. This goal was created as a direct response to our students (SWD) not meeting their AYP in Literacy. This group was identified by a careful analysis of the 2011 ELA results, including the item skill analysis in ARIS. Therefore, progress for our students with disabilities subgroup is a priority for this school year.

The areas in need- 3-8 ELA: All SWD Hispanics LEP ED

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Many of the IS 129X students come from families living below the poverty line; they have fewer opportunities to use essential technology skills in the home. The SINI planning committee selected web-enabled software, Success Maker, to deliver supplemental instruction in order to allow learners who are less familiar with technology to begin building their digital literacy and receive practice in Reading and Math content areas. Students will experience innovative item types similar to what they will encounter on the Common Core Assessments and accumulate valuable individualized data to drive instructional decisions.

Part B: For Title I SINI Schools Only

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

Teachers will learn how to use common core aligned student data for Reading and Mathematics to implement an instructional program that is research-based and vertically aligned from one grade to the next. The selected program addresses multiple modalities and provides scaffolding, special tutorials, and a broad range of content supported learning from basic to advanced. As an instructional tool, Success Maker will provide teachers with the means to individualize and customize the curriculum and assignments to meet students' developmental needs. The literacy content consists of 70% informational texts and 30% literary fiction in the middle school grades, as recommended by common core state standards. The curriculum also incorporates print materials that encourage writing and develop higher-level critical thinking skills such as summarizing and predicting. Teachers can print workshops by concept or by standard.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Individualized learning, or differentiated instruction, allows children to learn more effectively and efficiently because they are presented with material and instruction appropriate to their current learning needs (Chen, 2008). However, IS 129X teachers have limited time to assess student performance, interpret assessment results, and create individualized learning plans for each child. To facilitate differentiated learning, teachers' efforts will be supplemented with software that individualizes learning. Reports, including Areas of Difficulty, will be the common thread in data driven discussions during common prep periods.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Teachers will hold parent conferences [January 2012]. During these meetings, teachers will review specific areas in which children are having difficulty, as identified by Success Maker progress monitoring and [Acuity Interim and Teacher made interim assessments. Teachers will discuss classroom strategies to address the area of difficulty and will also suggest ways in which parents can provide intervention in the specific area at home. At the end of the year, parent conferences will focus on ways to continue learning during the summer months, ensuring children are engaged year round and do not fall behind in the development of essential academic skills.

**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 Debra Maldonado/Ben Soccodato	District 12	Borough Bronx	School Number 129
School Name Twin Parks Upper School			

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

Principal Yvette Beasley	Assistant Principal Agnes Paez- Estrada
Coach n/a	Coach n/a
ESL Teacher Kenia Gomez	Guidance Counselor Julissa Rosario
Teacher/Subject Area Alicia Browne/SETTS	Parent Ms. Valicia Adderly
Teacher/Subject Area Sharon Davis/ Math	Parent Coordinator Germaine Baker
Related Service Provider Donna Peters	Other Jason Reyes/Math
Network Leader Ben Soccodato	Other Amanda Diaz/ ELA

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	15
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	557	Total Number of ELLs	91	ELLs as share of total student population (%)	16.34%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here:

All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS), administered by the ESL teacher. This survey lets school staff know what language is used in the home. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R).

Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish or other language is used in the home, he or she must also take a Spanish LAB to determine language dominance.)

The school identifies, notifies the parents in writing (Entitlement letter) as to the placement of students in ELL instructional programs. An orientation is planned for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. During the orientation, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary).

At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that the parent has requested for their child. A video explains the program options: Transitional Bilingual Education, Dual Language and English as a Second Language.

Parents are also informed that when their child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT), he or she can enter a monolingual instructional program. This assessment is administered in the spring. Parents are notified in writing.

Parents are also informed that it is recommended that Dual Language students remain in the program for the length of their tenure. If their child transitions to all-English monolingual classes after becoming proficient in English, he or she can receive bilingual or ESL support, as needed for up to two years.

Within ten days of entering the school, newly registered students are administered the LAB-R to determine language dominance. If student is found to be dominant in Spanish, he/she is administered the LAB. Parents are notified in writing and are invited to an orientation. Group, as well as individual orientations, are provided in the native language of the parent where possible.

Parents are notified in writing and by phone outreach. A log is maintained to document the outreach.

Through a video and brochures in their native language, parents come to understand the three instructional program options. Parents are also informed that programs can be visited for a better understanding.

Entitlement letters are sent via each ELL student and by mail. As each letter is returned, the student's name is checked off from the RLAT report. If letters have not been returned, a phone call is made; and another letter is sent. A follow-up meeting can be scheduled to further explain the letter. Parent Surveys and Program Selections forms are completed during orientation.

Criteria and procedures used to place identified ELL students in bilingual or ESL instructional programs are:

-Initially, Parent Program Selection after orientation.

-Thereafter, LAB-r, NYSESLAT and ELL interim assessments, teacher assessments are used to identify instructional levels and

methodologies. On-going progress reports are communicated to parents via letters/meetings in their native language. Attendance is taken at meetings and noted on report cards and/or student cumulative record cards.

For the past few years, our parents have opted for the English as A Second Language program. In 2011, we had 13 new admits with a home language that was other than English.

In 2010, there were 9 new admits with a home language that was other than English. In 2009 the exact number of new admits with a home language that was other than English is unknown.

The ESL teacher generates her schedule that indicates the date, time, student names, accommodations, room and the component of NYSESLAT that will be administered. (Listening, Speaking, Reading & Writing)

The ESL teacher administers the test and assures that the following is done. Test Sign sheet for distribution prior to test and collection after the test administration includes the date, # of test booklets/answer documents and proctor receiving and responsible for administering the particular NYSESLAT component.

Principal Sign Sheet confirming that all procedures were followed for administration and collection of all components of NYSESLAT test.

NYSESLAT Results are reviewed, discussed and presented at a faculty conference by the ESL teacher.

Needs are identified and utilized in the instructional plan.

ESL teacher articulates with teachers of ELL students and maintains an articulation log for special education ELL students.

Program models are aligned with parental requests. As a school, bilingual classes have not been formed due to lack of parent interest.

The literacy level in the native language of the student is taken into consideration through various measures. The students are divided into groups based on their proficiency levels. There is flexibility in the resources that students use on a daily basis. Native language literature is made available through the classroom libraries. Students are able to choose resources in the language in which they feel most comfortable and are able to produce written work in their native language. Language development is planned by explicit instruction taking into consideration the vocabulary of the students and ensuring the availability of appropriate resources for each grade level. The teachers of ELLs at IS 129 are continuously receiving professional development. Teachers attend workshops and conferences. At these meetings teachers are supplied with information and materials, which are incorporated into their daily instruction. Program models are aligned with parental requests. After the orientation meeting, parents requested the ESL program in the school. Also the number of students required (17) in a particular language has not been met to permit creating a new bilingual class, even if the parents requested it.

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Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual							21	12	19					52

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							10	16	13					39
Push-In														0
Total	0	0	0	0	0	0	31	28	32	0	0	0	0	91

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	16
SIFE	14	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	24

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. ①

	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										0
Dual Language										0
ESL	38	11	3	29	3	9	24	0	4	91
Total	38	11	3	29	3	9	24	0	4	91

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							18	10	17					45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian														0
French							1		2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other							1	1						2
TOTAL	0	0	0	0	0	0	21	12	19	0	0	0	0	52

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	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	14	13					35

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	0					2
Haitian														0
French							0	0	0					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	0					2
TOTAL	0	0	0	0	0	0	10	16	13	0	0	0	0	39

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Responses 1-7

The native and target languages will be differentiated for instruction by following the 60:40 model in the 6th and 7th grade bilingual class. The 8th grade will follow the 25:75 model. There are 360 minutes in the school day at IS 129. The schedule for the 6th and 7th grade bilingual class will be as follows: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day, Social Studies (Spanish) – 45 minutes per day, Science (Spanish) – 45 minutes per day, Art (English using ESL strategies) – 45 minutes per week, Music (English using ESL strategies) – 90 minutes per week, Technology (English) – 90 minutes per week, Physical Education (English) – 90 minutes per week.

A. Programming and Scheduling Information

The schedule for the 8th grade bilingual class will be as follows: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day, Social Studies (English using ESL strategies) – 45 minutes per day, Science (English using ESL strategies) – 45 minutes per day, Technology (English) – 135 minutes per week, Physical Education (English) – 90 minutes per week, Health (English) – 90 minutes per week, AIS- Academic Intervention in ELA (English) for 90 -180 minutes per week. Students who have reached proficiency on the NYSESLAT are offered additional instructional time in extended day and Saturday academies for 2 years.

Push-in and pull-out models are used for ESL instruction at IS 129. These models will continue to be used. The ESL teacher collaboratively works with ELA teachers during common planning periods. The ESL teacher implements the skill of the week in the daily lessons. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies are infused through instruction in the content areas, which include Science, Social Studies and Math, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency levels.

English Language Learners are serviced by a Transitional Bilingual Education (TBE) and a Freestanding English as a Second Language (ESL) programs. The ESL teacher collaboratively works with ELA, Math, Science, Social Studies and Music teachers during common planning periods. The ESL teacher implements the skill of the week in the daily lessons. Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop the basic communication skills. The native language speakers are usually placed in a monolingual setting with a teacher who speaks Spanish. Native language speaking students with special needs are placed in the mandated setting according to their IEP. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies for example- visuals- graphs, pictures, semantic webbing / mapping, t-charts and venn diagrams-are infused through instruction in the content areas, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency level. The number of ELLs in the 6th, 7th and 8th grade altogether is 91. Spanish is the language spoken by 80 ELLs. Arabic, French and Soninke are languages spoken by 11 ELLs. Parents of ELLs are made aware of the services that are available for their children. Families that have recently arrived to the United States usually choose to place their children in the Transitional Bilingual Education program. Other parents have chosen to place their children in monolingual classes, and have opted for a Freestanding English as a Second Language program. Parents are also informed that their children will continue to receive the appropriate mandated services in either program. The students in both the Bilingual Transitional and the Freestanding English as a Second Language Program (ESL) program are serviced towards reaching proficiency in all skills (speaking, reading, listening and writing) of the NYSESLAT.

The ELLs are tested in the Examen de la Lectura en Espanol (ELE) and they receive interim assessments specifically for the ELLs by Acuity. Study groups for ELLs will be created to ensure that these students have a clear understanding of the concepts that are being taught on a daily basis. Support groups for the newly arrived students will be formed in order to make a smooth transition into the school system, and these groups will focus on developing strategies that students can use to increase their academic achievement.

In addition to the regular instructional programs used in different content areas (e.g. balanced literacy approach, IMPACT Math, Urban Advantage for science, etc.), using the Point-of-Entry Model of instructional planning. Students also participate in Saturday Academy. There is a wide range of materials and resources that are available in the classrooms, including a well equipped library that contains varied genres in different levels of readability, textbooks, workbooks, and computers/laptops to aid the students in the learning process

-The development and ongoing refinement of a standards-based curriculum map which includes skill acquisition and application/practice of strategies for reading/writing texts during shared and guided reading/writing

-Review and analysis of ACUITY Predictive or Instructionally Targeted Assessment (ITA) results, teacher made tests, projects, etc.

-Consistent use of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, lesson plans that include differentiated activities for grouping. For example -iReady program in English Language Arts and NYS Ready for math.

-Classroom learning centers to facilitate differentiated learning

-Classroom libraries with accessible leveled guided and independent reading materials, or classified by genre or authors

-Spanish language content material in Math, Social Studies and Science are also available when needed. Bilingual glossaries of content area terminology are given to each beginner and intermediate student for use in the monolingual classroom. Laptops are used regularly throughout the school year.

The materials that we use include:0-3 years

Words Their Way

ESL Phonics'Word to Word Dictionaries

Brainpop

Starfall.com

A. Programming and Scheduling Information

Getting Ready for NYSESLAT and Beyond

Word to word bilingual dictionaries

4-6

Words Their Way

Reader's Theatre: William Shakespeare

Reader's Theatre: Early America

Writing Workshop by Sadlier

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
word to word bilingual dictionaries	100%		
Brain pop	75%		
6+	50%		
Writing Workshop by Sadlier	25%		
Getting Ready for NYSESLAT and Beyond	100%		
6+1 Traits of Writing	75%		
Empire State NYSESLAT	50%		
Word to word bilingual dictionaries	25%		
Reader's Theatre: William Shakespeare	100%		
Reader's Theatre: Early America	100%		
Instruction for Native Language and English Literacy	75%		
Comprehension strategies need to be explicitly taught	50%		
	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

for students are: sharing ideas, comparing perspectives, coming to agreement (or agreeing to disagree).

Techniques that Promote Exploration of Prior Knowledge

During pre- and emergent literacy stages include: Free recall: Students are asked to tell everything they know about a chosen topic. This

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

The native and target languages will be differentiated for instruction by following the 60:40 model in the 6th and 7th grade bilingual class. The 8th grade will follow the 25:75 model. There are 360 minutes in the school day at IS 129. The schedule for the 6th and 7th grade bilingual class will be, as follows: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day, Social Studies (Spanish) – 45 minutes per day, Science (Spanish) – 45 minutes per day, Art (English using ESL strategies) – 45 minutes per week, Music (English using ESL strategies) – 90 minutes per week, Technology (English) – 90 minutes per week, Physical Education (English) – 90 minutes per week. The schedule for the 8th grade bilingual class will be as follow: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day,

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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Push-in and pull-out models are sometimes used for ESL instruction at IS 129. These models will continue to be used. The ESL teacher collaboratively works with ELA, Math, Social Studies and Science teachers during common planning periods. The ESL teacher implements the skill of the week in the daily lessons. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies are infused through instruction in the content areas, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency level. Former ELLs will continue receive testing accommodations for an additional 2 years.

Our students learn to focus on language acquisition strategies that enable them to perform adequately when they are in their mainstream classrooms. Specific attention is also given to writing and vocabulary development.

Brain pop is a group of educational websites with hundreds of short animated movies for students in grades K-12 (ages 6 to 17) covering the subjects of science, social studies, english, mathematics, arts and music, and health and technology. There are also smartboard lessons from the smartboard notebook in English, Math, Social Studies and Science.

Reader's Theatre will be used to build fluency in the areas of reading, writing, listening and speaking through scripts, poems and songs. Students who demonstrate proficiency by grade 8 will be placed in Regents classes.

During pre- and emergent literacy stages include: Free recall: Students are asked to tell everything they know about a chosen topic. This approach provides information within a short time interval but may be problematic for early stage (0-3 years) learners, who may have problems organizing their thoughts. Asking students to draw a picture can be most helpful. Word association: The teacher selects several key words and asks students what comes to mind when they hear each one. Structured questions: The teacher prepares specific questions and asks them. Responses can begin as yes or no and include more extended discourse.

Recognition: The teacher prepares several statements and key terms and encourages students to select those, which they recall.

Unstructured discussion: Students freely generate their own ideas about a word or topic. Teachers also scaffold using consistent, targeted guidance by modeling tasks and language, and by building background knowledge and offering ongoing feedback. The instructional plan can include but is not limited to: Teaching in the native language and English, Team teaching and other classroom support, small class size, tutoring, test accommodations, explicit instruction and balanced literacy models, grouping and cooperative learning strategies, block scheduling, looping Technology to promote multimodal/multi-sensorial learning.

Teachers are trained on providing ELL resource for academic support for LEP (limited English proficiency) students in mainstream classes. Study skills and test taking strategies are taught, and access to computers is available.

Those students who come with an IEP from another school and/or were going through CSE reviews prior to attending IS 129X are

B. Programming and Scheduling Information--Continued

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Those students who come with an IEP from another school and/or were going through CSE reviews prior to attending IS 129X are reviewed to ascertain if the ELL student is struggling with language difficulty or if the student has special needs. Students are assessed and

Courses Taught in Languages Other than English ⓘ

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

N/A

Math:	Spanish			
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D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

One focus of ELL PD Program is the development of speaking and listening skills for beginning English learners. All faculty including the SLT are trained on teaching the students to pronounce words clearly, follow oral directions and commands, and respond appropriately to oral questions. The students are taught to use target vocabulary and simple grammatical forms correctly while speaking on a variety of topics and in a variety of situations, such as spontaneous conversation, prepared dialogues, and impromptu and prepared speeches.

Another focus of ELL PD Program is the development of writing skills for beginning English learners. Teachers and all pedagogical staff receive training on teaching simple and compound sentence structure, usage, and mechanics, and the correct use of target vocabulary in context is emphasized. Composition pieces introduced to the students include a brief personal narrative and/or poem, short summary of factual information, personal letter, brief personal information card, simple application, and explanatory paragraph, among others.

Another focus of ELL PD Program is the development of oral and silent reading skills for beginning English learners. Teachers are trained in reciprocal reading strategies for both fiction and non-fiction. Extensive vocabulary, selected literary terms, and selected literary elements will be introduced. Students are taught to analyze both fiction and non-fiction for overall meaning and to use bilingual and English dictionaries and glossaries.

Teachers receive training on providing ELLs advanced reading strategies to analyze both fiction and non-fiction. The study of literature is introduced by reading short stories, poetry, novels and/or plays. Students are taught to analyze the short story and poetry for literary elements, figurative language, and overall meaning. Effective oral and written communication skills are also taught.

Teachers are trained on ELL advanced writing that focuses on the development of English writing proficiency along with effective oral presentation skills and reading strategies. The composition pieces include the explanatory essay, summary, personal narrative, and personal letter. Students also learn to apply correct language conventions in their writing and locate resources in the library/media center.

Records are maintained by agenda, sign in sheets with minutes.

Our new monolingual teachers are in the process of completing the state mandated requirement of 7.5 hours in ESL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition, and effective ESL strategies and methodologies. During the month of February the staff is involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development. The Bilingual/ESL Technical Assistance Center (BETAC) Newsletter which contains a wealth of ESL information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school, at the BETACs, New York State Association of Bilingual Education (NYSABE) Teacher Institute, and Teaching English to Students of Other Languages (TESOL). Our ESL teacher also conducts ESL training during faculty conferences and grade conferences

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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

I.S. 129 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality for all students including ELLs. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

I.S. 129 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

E. Parental Involvement

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I.S. 129 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

– the Common Core Standards standards, the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators.

The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: before and after school programs, Saturday Academy, in school lunch time tutoring, monthly website letter updates, weekly school wide parent telephone calls.

The school will build ties between parents and schools by: parent meetings, parent communication with the Parent Coordinator, School Leadership communication, email communication

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as parent resource centers, that encourage and support parents: Learning Leaders, our school's Parent Book Club and parent workshops for high school selection and transition.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly translated letters updating school information ,weekly translated school wide telephone calls and updated website information.

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

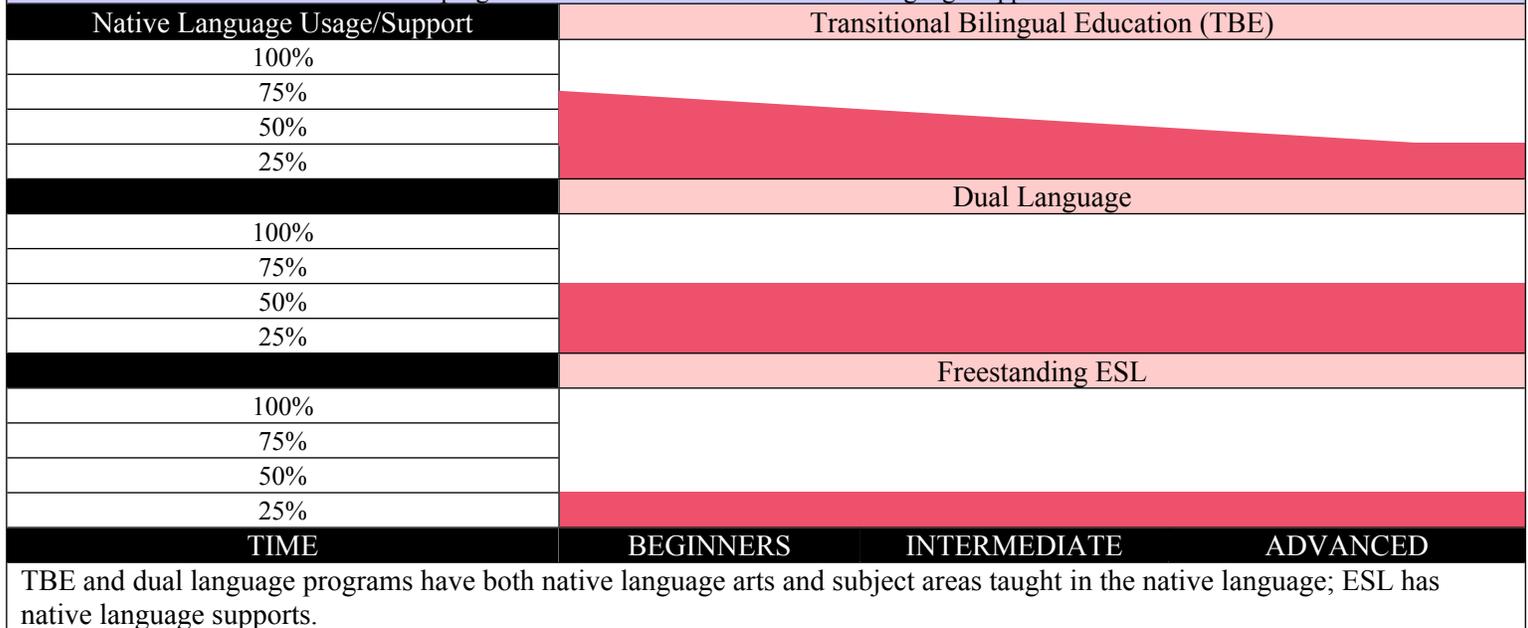
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

The native and target languages will be differentiated for instruction by following the 60:40 model in the 6th and 7th grade bilingual class. The 8th grade will follow the 25:75 model. There are 360 minutes in the school day at IS 129. The schedule for the 6th and 7th grade bilingual class will be, as follows: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day, Social Studies (Spanish) – 45 minutes per day, Science (Spanish) – 45 minutes per day, Art (English using ESL strategies) – 45 minutes per week, Music (English using ESL strategies) – 90 minutes per week, Technology (English) – 90 minutes per week, Physical Education (English) – 90 minutes per week. The schedule for the 8th grade bilingual class will be as follow: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day, Social Studies (English using ESL strategies) – 45 minutes per day, Science (English using ESL strategies) – 45 minutes per day, Technology (English) – 135 minutes per week, Physical Education (English) – 90 minutes per week, Health (English) – 90 minutes per week. Students who have reached proficiency on the NYSESLAT are offered additional instruction time in extended day and Saturday academies for 2 years.

Push-in and pull-out models are sometimes used for ESL instruction at IS 129. These models will continue to be used. The ESL teacher collaboratively works with ELA, Math, Social Studies and Science teachers during common planning periods. The ESL teacher implements the skill of the week in the daily lessons. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL

B. Programming and Scheduling Information--Continued

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Our students learn to focus on language acquisition strategies that enable them to perform adequately when they are in their mainstream classrooms. Specific attention is also given to writing and vocabulary development.

Brain pop is a group of educational websites with hundreds of short animated movies for students in grades K-12 (ages 6 to 17) covering the subjects of science, social studies, english, mathematics, arts and music, and health and technology. There are also smartboard lessons from the smartboard notebook in English, Math, Social Studies and Science.

Reader's Theatre will be used to build fluency in the areas of reading, writing, listening and speaking through scripts, poems and songs. Students who demonstrate proficiency by grade 8 will be placed in Regents classes.

During pre- and emergent literacy stages include: Free recall: Students are asked to tell everything they know about a chosen topic. This approach provides information within a short time interval but may be problematic for early stage (0-3 years) learners, who may have problems organizing their thoughts. Asking students to draw a picture can be most helpful. Word association: The teacher selects several key words and asks students what comes to mind when they hear each one. Structured questions: The teacher prepares specific questions and asks them. Responses can begin as yes or no and include more extended discourse.

Recognition: The teacher prepares several statements and key terms and encourages students to select those, which they recall.

Unstructured discussion: Students freely generate their own ideas about a word or topic. Teachers also scaffold using consistent, targeted guidance by modeling tasks and language, and by building background knowledge and offering ongoing feedback. The instructional plan can include but is not limited to: Teaching in the native language and English, Team teaching and other classroom support, small class size, tutoring, test accommodations, explicit instruction and balanced literacy models, grouping and cooperative learning strategies, block scheduling, looping Technology to promote multimodal/multi-sensorial learning.

Teachers are trained on providing ELL resource for academic support for LEP (limited English proficiency) students in mainstream classes. Study skills and test taking strategies are taught, and access to computers is available.

Those students who come with an IEP from another school and/or were going through CSE reviews prior to attending IS 129X are

B. Programming and Scheduling Information--Continued

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Teachers are trained on providing ELL resource for academic support for LEP (limited English proficiency) students in mainstream classes. Study skills and test taking strategies are taught, and access to computers is available.

Those students who come with an IEP from another school and/or were going through CSE reviews prior to attending IS 129X are reviewed to ascertain if the ELL student is struggling with language difficulty or if the student has special needs. Students are assessed and

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

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

One focus of ELL PD Program is the development of speaking and listening skills for beginning English learners. All faculty including the SLT are trained on teaching the students to pronounce words clearly, follow oral directions and commands, and respond appropriately to oral questions. The students are taught to use target vocabulary and simple grammatical forms correctly while speaking on a variety of topics and in a variety of situations, such as spontaneous conversation, prepared dialogues, and impromptu and prepared speeches.

Another focus of ELL PD Program is the development of writing skills for beginning English learners. Teachers and all pedagogical staff receive training on teaching simple and compound sentence structure, usage, and mechanics, and the correct use of target vocabulary in context is emphasized. Composition pieces introduced to the students include a brief personal narrative and/or poem, short summary of factual information, personal letter, brief personal information card, simple application, and explanatory paragraph, among others.

Another focus of ELL PD Program is the development of oral and silent reading skills for beginning English learners. Teachers are trained in reciprocal reading strategies for both fiction and non-fiction. Extensive vocabulary, selected literary terms, and selected literary elements will be introduced. Students are taught to analyze both fiction and non-fiction for overall meaning and to use bilingual and English dictionaries and glossaries.

Teachers receive training on providing ELLs advanced reading strategies to analyze both fiction and non-fiction. The study of literature is introduced by reading short stories, poetry, novels and/or plays. Students are taught to analyze the short story and poetry for literary elements, figurative language, and overall meaning. Effective oral and written communication skills are also taught.

Teachers are trained on ELL advanced writing that focuses on the development of English writing proficiency along with effective oral presentation skills and reading strategies. The composition pieces include the explanatory essay, summary, personal narrative, and personal letter. Students also learn to apply correct language conventions in their writing and locate resources in the library/media center.

Records are maintained by agenda, sign in sheets with minutes.

Our new monolingual teachers are in the process of completing the state mandated requirement of 7.5 hours in ESL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition, and effective ESL strategies and methodologies. During the month of February the staff is involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development. The Bilingual/ESL Technical Assistance Center (BETAC) Newsletter which contains a wealth of ESL information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school, at the BETACs, New York State Association of Bilingual Education (NYSABE) Teacher Institute, and Teaching English to Students of Other Languages (TESOL). Our ESL teacher also conducts ESL training during faculty conferences and grade conferences

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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

I.S. 129 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality for all students including ELLs. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

I.S. 129 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

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?

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I.S. 129 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

–
the Common Core Standards standards, the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators.

The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: before and after school programs, Saturday Academy, in school lunch time tutoring, monthly website letter updates, weekly school wide parent telephone calls.

The school will build ties between parents and schools by: parent meetings, parent communication with the Parent Coordinator, School Leadership communication, email communication

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as parent resource centers, that encourage and support parents: Learning Leaders, our school's Parent Book Club and parent workshops for high school selection and transition.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly translated letters updating school information ,weekly translated school wide telephone calls and updated website information.

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)							9	4	8					21
Intermediate(I)							4	5	13					22
Advanced (A)							16	9	9					34

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	29	18	30	0	0	0	0	77

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	2	0	0	14
7	16	6	2	0	24
8	14	13	0	0	27
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	12	2	8	3	0	0	0	0	25
7	9	0	11	0	6	0	0	0	26
8	10	2	13	0	3	0	0	0	28
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	4	0	11	0	5	0	0	0	20
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	6	15	1	0				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Twin Parks Upper School

School DBN: 12X129

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvette Beasley	Principal		9/28/11
Agnes Paez- Estrada	Assistant Principal		9/28/11
Germaine Baker	Parent Coordinator		9/28/11
Kenia Gomez	ESL Teacher		9/28/11
Teshawnie Brown	Parent		9/28/11
Alicia Browne	Teacher/Subject Area		9/28/11
Amanda Diaz	Teacher/Subject Area		9/28/11
n/a	Coach		
n/a	Coach		
Julissa Rosario	Guidance Counselor		9/28/11
Benjamin Soccodato	Network Leader		9/28/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X129 **School Name:** Twin Parks Upper School

Cluster: CEIPEA **Network:** #532

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.

All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS), administered by the ESL teacher. The parents also receive an informal survey regarding Parent Activities which is developed by the school at the new student orientation, once the student has been accepted into IS 129X. Parent language information can also be accessed through the school's Language Allocation Policy. Written communication is sent home in both English, Spanish and Arabic. Whole school telephone messages about school events are called to the parents in both Spanish and English. Spanish is spoken by 80 of the ELLs, Arabic is spoken by 2, French by 3 and Malay by 2 families. This information is shared through a school wide letter.

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.

The school's written translation and oral interpretations need to be provided in English and Spanish. The findings will be reported to the school community via a school letter and parent meeting.

Part B: Strategies and Activities

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

Written documents are translated by the Principal in Spanish at the same time that the English events are written. The Principal or other translator uses -literal translation: word-for-word translation

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.

For all meetings- PTA, parent workshops, orientations, etc.a school based,(in-house) translator is made available.

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

The school will provide Spanish translation for all meetings and workshops. Parent coordinator has been trained through the DOE on accessing the needed languages through the translation unit.

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: 129X	DBN: 12
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccadato
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 91 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The native and target languages will be differentiated for instruction by following the 60:40 model in the 6th and 7th grade bilingual class. The 8th grade will follow the 25:75 model. There are 360 minutes in the school day at IS 129. The schedule for the 6th and 7th grade bilingual class will be as follows: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day, Social Studies (Spanish) – 45 minutes per day, Science (Spanish) – 45 minutes per day, Art (English using ESL strategies) – 45 minutes per week, Music (English using ESL strategies) – 90 minutes per week, Technology (English) – 90 minutes per week, Physical Education (English) – 90 minutes per week. The schedule for the 8th grade bilingual class will be as follow: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day, Social Studies (English using ESL strategies) – 45 minutes per day, Science (English using ESL strategies) – 45 minutes per day, Technology (English) – 135 minutes per week, Physical Education (English) – 90 minutes per week, Health (English) – 90 minutes per week, AIS-Academic Intervention in ELA (English) for 90 -180 minutes per week. Students who have reached proficiency on the NYSESLAT are offered additional instructional time in extended day and Saturday academies for 2 years.

Push-in and pull-out models are used for ESL instruction at IS 129. These models will continue to be used. The ESL teacher collaboratively works with ELA teachers during common planning periods. The ESL teacher implements the skill of the week in the daily lessons. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies are infused through instruction in the content areas, which include Science, Social Studies and Math, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency levels.

English Language Learners are serviced by a Transitional Bilingual Education (TBE) and a Freestanding English as a Second Language (ESL) programs. The ESL teacher collaboratively works with ELA, Math, Science, Social Studies and Music teachers during common planning periods. The ESL teacher implements the skill of the week in the daily lessons. Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop the basic communication skills. The native language speakers are usually placed in a monolingual setting with a teacher who speaks Spanish. Native language speaking students with special needs are placed in the mandated setting according to their IEP. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies for example- visuals- graphs, pictures, semantic webbing / mapping, t-charts and venn diagrams-are infused through instruction in the content areas, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency level. The number of ELLs in the 6th, 7th and 8th grade altogether is 91. Spanish is the language spoken

Part B: Direct Instruction Supplemental Program Information

by 80 ELLs. Arabic, French and Soninke are languages spoken by 11 ELLs. Parents of ELLs are made aware of the services that are available for their children. Families that have recently arrived to the United States usually choose to place their children in the Transitional Bilingual Education program. Other parents have chosen to place their children in monolingual classes, and have opted for a Freestanding English as a Second Language program. Parents are also informed that their children will continue to receive the appropriate mandated services in either program. The students in both the Bilingual Transitional and the Freestanding English as a Second Language Program (ESL) program are serviced towards reaching proficiency in all skills (speaking, reading, listening and writing) of the NYSELAT.

The ELLs are tested in the Examen de la Lectura en Espanol (ELE) and they receive interim assessments specifically for the ELLs by Acuity. Study groups for ELLs will be created to ensure that these students have a clear understanding of the concepts that are being taught on a daily basis. Support groups for the newly arrived students will be formed in order to make a smooth transition into the school system, and these groups will focus on developing strategies that students can use to increase their academic achievement.

In addition to the regular instructional programs used in different content areas (e.g. balanced literacy approach, IMPACT Math, Urban Advantage for science, etc.), using the Point-of-Entry Model of instructional planning. Students also participate in Saturday Academy. There is a wide range of materials and resources that are available in the classrooms, including a well equipped library that contains varied genres in different levels of readability, textbooks, workbooks, and computers/laptops to aid the students in the learning process

- The development and ongoing refinement of a standards-based curriculum map which includes skill acquisition and application/practice of strategies for reading/writing texts during shared and guided reading/writing

- Review and analysis of ACUITY Predictive or Instructionally Targeted Assessment (ITA) results, teacher made tests, projects, etc.

- Consistent use of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, lesson plans that include differentiated activities for grouping. For example -iReady program in English Language Arts and NYS Ready for math.

- Classroom learning centers to facilitate differentiated learning

- Classroom libraries with accessible leveled guided and independent reading materials, or classified by genre or authors

- Spanish language content material in Math, Social Studies and Science are also available when needed. Bilingual glossaries of content area terminology are given to each beginner and intermediate student for use in the monolingual classroom. Laptops are used regularly throughout the school year.

Part B: Direct Instruction Supplemental Program Information

The materials that we use include:0-3 years

Words Their Way

ESL Phonics'Word to Word Dictionaries

Brainpop

Starfall.com

Getting Ready for NYSESLAT and Beyond

Word to word bilingual dictionaries

4-6

Words Their Way

Reader's Theatre:William Shakespeare

Reader's Theatre: Early America

Writing Workshop by Sadlier

Grammar Workshop by Sadlier-Oxford

Empire State NYSESLAT

Getting Ready for NYSESLAT and Beyond

Word to word bilingual dictionaries

Brain pop

6+

Writing Workshop by Sadlier

Grammar Workshop by Sadlier-Oxford

Getting Ready for NYSESLAT and Beyond

6+1 Traits of Writing

Empire State NYSESLAT

Word to word bilingual dictionaries

Reader's Theatre: William Shakespeare

Part B: Direct Instruction Supplemental Program Information

Reader's Theatre: Early America

Instruction for Native Language and English Literacy

Comprehension strategies need to be explicitly taught to students with interrupted formal education, such as: reader generated questions,

summarizing and monitoring comprehension. Students practice with texts that are accessible at their level of language proficiency.

If students don't experience successful application of comprehension strategies, they won't try to use them with other texts.

Strategies that make the language of the text meaningful and progress to higher levels of language proficiency and reading comprehension for students are: sharing ideas, comparing perspectives ,coming to agreement (or agreeing to disagree).

Techniques that Promote Exploration of Prior Knowledge

During pre- and emergent literacy stages include: Free recall: Students are asked to tell everything they know about a chosen topic. This approach provides information within a short time interval but may be problematic for early stage (0-3 years) learners, who may have problems organizing their thoughts.

Asking students to draw a picture can be most helpful. Word association: The teacher selects several key words and asks students what comes to mind when they hear each one. Structured questions: The teacher prepares specific questions and asks them. Responses can begin as yes or no and include more extended discourse.

Recognition: The teacher prepares several statements and key terms and encourages students to select those, which they recall.

Unstructured discussion: Students freely generate their own ideas about a word or topic. Teachers also scaffold using consistent, targeted guidance by modeling tasks and language, and by building background knowledge and offering ongoing feedback. The instructional plan can include but is not limited to:Teaching in the native language and English, Team teaching and other classroom support, small class size, tutoring , test accommodations, explicit instruction and balanced literacy models, grouping and cooperative learning strategies, block scheduling, looping Technology to promote multimodal/multi-sensorial learning.

The instructional plan for ELLs with less than three years in US schools is to develop comprehension and basic interpersonal communication skills (BICS). Students in the pre-production and early production stages of language acquisition are engaged in experiences and activities that involve listening (known as the silent period for some ELLs) mime, acting, pointing, drawing, selecting, categorizing, responding etc. Beginning and intermediate ELLs meet for at least 360 minutes per week.

The instructional plan for ELLs with 4-6 years is to further develop cognitive academic language

Part B: Direct Instruction Supplemental Program Information

proficiency (CALP) and speech emergence. Students engage in experiences and activities that include recalling, summarizing, role-playing, predicting, creating, analyzing, comparing, contrasting etc.

Advanced ELLS meet for 180 minutes per week. The instructional plan for advanced ELLS is continued support in language development and comprehension.

- Instructional strategies for ELLs with 0-3 years are: graphic organizers, games, Language Experience Approach, Total Physical Response, manipulatives and visuals, choral reading and the buddy system.

The materials that we use include: 0-3 years

Words Their Way, ESL Phonics' Word to Word Dictionaries, Brainpop, Starfall.com, Getting Ready for NYSESLAT and Beyond, Word to word bilingual dictionaries

- The instructional strategies for ELLs with 4-6 years are: Cooperative Learning, graphic organizers, manipulatives, visuals, journals, hands on projects, choral reading etc.

The materials that we use for 4-6 years include: Words Their Way, Reader's Theatre: William Shakespeare, Reader's Theatre: Early America, Writing Workshop by Sadlier, Grammar Workshop by Sadlier-Oxford, Empire State NYSESLAT, Getting Ready for NYSESLAT and Beyond, Word to word bilingual dictionaries, Brain pop.

- The school ensures that ELL-swds receive all services mandated on their IEPs via the articulation logs, bimonthly attendance and presentations at grade conferences.

The Assistant Principal is in charge of Special Education and is the Coordinator of Mainstreaming

Mainstreaming will occur 5 periods weekly in literacy and math for students with disabilities that have this noted on their IEP. Through appropriate scheduling, the Principal will provide time for regular meetings between regular and special education teachers. IS129 will supplement the regular school day program by implementing a Title III After School program and Saturday Academy for ELLs for the development of their academic English and content-based instructional enrichment with native language support. The purpose of our After School program and the Saturday Academy is to ensure that ELLs develop English proficiency and meet the same academic content and academic achievement standards that the English proficient children are expected to meet.

The Title III Saturday Academy for ELLs (40 ELLs) will be implemented by four teachers one on each grade. They will address the needs of ELL students who have been identified as students in need of academic support, which include students who scored Beginner and Intermediate levels, long-term ELLs and SIFE students in order to provide additional opportunities for ELLs to practice skills in English.

The Saturday Academy will be in session from 10:00a.m.-12:00p.m. for approximately -11 Saturdays, from March to May.

To support and assist ELLs to increase their linguistic and academic performance Language Proficiency

Part B: Direct Instruction Supplemental Program Information

Kits will be utilized in the Title III After School and Saturday Academy. The kit provides vocabulary acquisition, fluency and comprehension through auditory and visual practice. ELLs will also utilize English Now. This program provides instruction in reading and writing enabling the ELL student to acquire academic and content specific vocabulary. Additional materials will include Building Fluency Through Reader's Theater that provides the necessary support and scaffolding needed in order to provide effective instruction to our ELL students in the areas of reading, writing, listening and speaking. The Reader's Theater will also provide native language support in Spanish to our ELL students. ESL Phonics will be utilized to provide differentiated instruction through a multi-skills approach addressing phonics vocabulary building, spelling, pronunciation, and familiarity with sentence patterns in the acquisition of the English language. Math materials include manipulatives, on-line resources and books. These will be provided at no cost to Title III.

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:

One focus of ELL PD Program is the development of speaking and listening skills for beginning English learners. All faculty including the SLT are trained on teaching the students to pronounce words clearly, follow oral directions and commands, and respond appropriately to oral questions. The students are taught to use target vocabulary and simple grammatical forms correctly while speaking on a variety of topics and in a variety of situations, such as spontaneous conversation, prepared dialogues, and impromptu and prepared speeches.

Another focus of ELL PD Program is the development of writing skills for beginning English learners. Teachers and all pedagogical staff receive training on teaching simple and compound sentence structure, usage, and mechanics, and the correct use of target vocabulary in context is emphasized. Composition pieces introduced to the students include a brief personal narrative and/or poem, short summary of factual information, personal letter, brief personal information card, simple application, and explanatory paragraph, among others.

Another focus of ELL PD Program is the development of oral and silent reading skills for beginning English learners. Teachers are trained in reciprocal reading strategies for both fiction and non-fiction. Extensive vocabulary, selected literary terms, and selected literary elements will be introduced. Students

Part C: Professional Development

are taught to analyze both fiction and non-fiction for overall meaning and to use bilingual and English dictionaries and glossaries.

Teachers receive training on providing ELLs advanced reading strategies to analyze both fiction and non-fiction. The study of literature is introduced by reading short stories, poetry, novels and/or plays. Students are taught to analyze the short story and poetry for literary elements, figurative language, and overall meaning. Effective oral and written communication skills are also taught.

Teachers are trained on ELL advanced writing that focuses on the development of English writing proficiency along with effective oral presentation skills and reading strategies. The composition pieces include the explanatory essay, summary, personal narrative, and personal letter. Students also learn to apply correct language conventions in their writing and locate resources in the library/media center.

Records are maintained by agenda, sign in sheets with minutes.

Our new monolingual teachers are in the process of completing the state mandated requirement of 7.5 hours in ESL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition, and effective ESL strategies and methodologies. During the month of February the staff is involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development. The Bilingual/ESL Technical Assistance Center (BETAC) Newsletter which contains a wealth of ESL information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school, at the BETACs, New York State Association of Bilingual Education (NYSABE) Teacher Institute, and Teaching English to Students of Other Languages (TESOL). Our ESL teacher also conducts ESL training during faculty conferences and grade conferences.

The teachers receive the training through the CEIPEA network.



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: I.S. 129 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality for all students including ELLs. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents

Part D: Parental Engagement Activities

who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

I.S. 129 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following: –

the Common Core Standards standards, the State and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators.

The school provides materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: before and after school programs, Saturday Academy, in school lunch time tutoring, monthly website letter updates, weekly school wide parent telephone calls.

The school will build ties between parents and schools by: parent meetings, parent communication with the Parent Coordinator, Germaine Baker, School Leadership communication, email communication

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as parent resource centers, that encourage and support parents: Learning Leaders, our school’s Parent Book Club and parent workshops for high school selection and transition.

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly translated letters updating school information ,weekly translated school wide telephone calls and updated website information.

?????

Part E: Budget

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

Allocation Amount: \$12824

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	\$8977.00	To staff the Saturday Academy, 4 teachers for 11 weeks at 4 hours a

Part E: Budget

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

Allocation Amount: \$12824

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		day for a total of 44 hours per person @ \$50.06 which includes fringe benefits, at a Saturday instructional program which provides individualized instruction and test preparation for all students including bilingual and special education students.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1,957.00 English Now! A/B Upper Elementary Teacher Kit The Teacher Kit includes all non-consumable teacher materials needed for 1 full year of instruction. Order 1 kit per teacher. \$31.00- paper, pencils, pens \$ 39.95X 29= \$1158.55 English Now! A/B Upper Elementary Student Instructional Kit The Student Instructional Kit includes all consumable items that a student will need for 1 full year of instruction. Order 1 kit per student. \$349.99 X 1= \$349.99 Building Fluency Through Reader’s Theater Each kit includes: •6 Copies of 8 different scripts	Provides instruction in reading and writing enabling the ELL student to acquire academic and content specific vocabulary

Part E: Budget

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

Allocation Amount: \$12824

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<ul style="list-style-type: none">•Lesson plans•CDs and bonus items - including audio recordings of scripts, poems, and songs•Transparencies with song lyrics & poem text TCM10533-Building Fluency through Reader's Theater Early America Complete Kit- Grades 6-12 \$349.99X1=\$349.99	
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$12,842.00	