



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: PS 121 NESLON ROCKEFELLER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K121

PRINCIPAL: ANTHONY MUNGIOLI EMAIL: AMUNGIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

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
Anthony Mungiola	*Principal or Designee	
Lucille Randazzo	*UFT Chapter Leader or Designee	
Natalya Petito	*PA/PTA President or Designated Co-President	
Kathy DeLeon	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Inbal Haiby	Member/Teacher	
Michelle Lombardo	Member/Teacher	
Lil Ann Stile	Member/Parent	
Susan Moujir	Member/Parent	
Richard Lang	Member/Parent	
Theresa Trania	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By June 2013 the percentage of students with disabilities meeting or exceeding grade level standards (Level 3 or 4) in ELA will increase by 2% as measured by the results of the 2013 NYS ELA examination.

Comprehensive needs assessment

- An analysis of the New York City Department of Education Progress Report Data shows that the percentage of Self-Contained students meeting or exceeding grade level standards (Level 3 or 4) in 2011-2012 was 25%. The percentage of students receiving Special Education Teacher Support Services (SETSS) meeting or exceeding grade level standards (Level 3 or 4) in 2011-2012 was 18.8%.

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) key personnel 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

Activity 1

- a) **Professional Development**: The Professional Develop Plan will provide ongoing support and training for General Education Classroom Teachers, ICT Teachers, SETSS Providers, Self-Contained Teachers, NEST Trained Teachers, NEST Support Staff, Related Service Providers, and Paraprofessionals. The focus of professional development is on the reform initiative of moving Self-Contained, Integrated Co-Teaching, and SETSS Students to less restrictive environments and the instructional implications that result from this initiative. Specific professional development includes: 1) NEST Behavior and Content Area workshops designed to support classroom teachers with instructional strategies and behavior intervention strategies for NEST Student; 2) professional development for Paraprofessionals to discuss in increasing detail the roles and responsibilities of Paraprofessionals as well as provide them with support strategies that can be utilized in the classroom; 3) professional development for learning about promotional criteria related to the CCLS and the impact of changing a student's promotional criteria; 4) professional development from Network Specialists to

support implementation of the Response To Intervention initiative 5) professional development on analyzing data in order to provide the proper support for students. As a result, student settings will change to allow students to be in less restrictive environments, and teachers will utilize what is learned at professional development to ensure that students receive support and intervention services as they transition.

- b) **Key personnel and other resources used to implement these strategies/activities:** Principal, Instructional Coach, Data Specialist, Data Consultant, IEP Teacher, SETTS Providers, Network Support Personnel, NEST Consultants.
- c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** Teachers examine assessment results after receiving professional development to determine effectiveness of strategies presented at professional development. All constituencies represented on the Instructional Team report to administration after meeting with Grade/Academy Teams to share teacher evaluation of the effectiveness of the professional development. Professional Development Logs are kept to track professional development and conduct an end of year evaluation of professional development and to map out future Professional Developments.
- d) **Timeline for implementation:** Professional development opportunities will take place from September 2012 through June 2013.

Activity 2

- a) **Collaborative Use of Strategies To Meet the Needs of Individual Students:** General Education Classroom Teachers, ICT Teachers, SETSS Providers, Self-Contained Teachers, NEST Trained Teachers, NEST Support Staff, Related Service Providers, and Paraprofessionals will collaborate regularly to examine data, flexibly group students, adjust instructional practices, turn-key strategies, and make informed decisions about next steps and implications for their special education students. Students will receive targeted small group instruction using flexible grouping in which the specific collaborative strategies/plans are used. Flexible programming will be utilized to adjust the setting for students so that they may receive the proper support.
- b) **Key personnel and other resources used to implement these strategies/activities:** Principal, Instructional Coach, Data Specialist, Data Consultant, IEP Teacher/SETTS Providers, and Network Support Personnel, NEST Consultants.
- c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** Teachers will participate in Annual IEP meetings, 3 Year Re-evaluations, Initial Evaluations, PPT Meetings, NEST Team where in addition to collaborating they will have an opportunity to discuss the effectiveness of shared strategies. In addition, at Academy/Grade Meetings data from Acuity, CCLS tasks, TC Running Records, and End of Unit Assessments in Math and ELA, are used to adjust goals and change instructional practices. At PPT Meetings teachers will discuss the effectiveness of specific intervention strategies as well as collaborate to learn new intervention strategies. Follow up and progress monitoring will occur through data analysis and the examination of IEP goals.
- d) **Timeline for implementation:** Collaborative planning will take place from September 2012 through June 2013

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Engage the School Leadership Team in planning workshops and parent meetings.
- Conduct parent workshops with topics that may include: Understanding Data, Understanding CCLS, Understanding Instructional Strategies and Support, Understanding the Citywide Instructional Expectations, Understanding Shifts in Instruction, Assessment, State Exams and Homework Help.
- 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/goals allow parents to provide suggestions.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- Monthly PTA Meetings.
- Use of School Messenger System, an automated, computer-based telephone calling system that can deliver school-wide and targeted messages to parents.
- Parent Lending Library
- Monthly Newsletters are posted on the School website.
- Periodic student goals are sent home to parents.
- Parent Coordinator will host various workshops such as how to use ARIS Parent Link.
- Utilize email to communicate regularly with parents.
- PTC, Progress reports, phone conferences, CCLS report Cards.

Budget and resources alignment

Indicate your school’s Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

	Tax		Title								
<u> X </u>	Levy	<u> X </u>	Title I	<u> </u>	IIA	<u> X </u>	Title III	<u> </u>	Grants	<u> </u>	Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- If other is selected describe here:
 - The School receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title I, Title IIA, Title III, IDEA and UPK.
 - As a School Wide Programs school under Conceptual Consolidation, we are able to co-mingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.
 - Leveled books will be purchased using Tax Levy and NYSTL Textbook allocations based on an assessment of student needs
 - TL Fair Student Funding and/or Title 1 Professional Development allocation will be used for teacher coverages for professional development, planning sessions, and Grade/Academy meetings regarding the CCLS and Instructional Strategies.
 - Schedule includes common planning time at Grade/Academy meetings for Pre-K through Grade 8

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

By June 2013, the percentage of all students, grades 3-8. Achieving grade level standards or higher (Level 3 or 4) ELA will increase by 2% as measured by the results of the 2013 NYS ELA assessment.

Comprehensive needs assessment

- An analysis of the New York City Department of Education Progress Report Data shows that the percentage of students at Level 3 or 4 as measured by the 2012 New York State English Language Arts Examination is 57.6%. 42.6% of peer schools (schools with similar demographics and student population as defined by the New York City Department of Education) had a higher percentage of students at Level 3 or 4. 32.7% of New York City Schools had a higher percentage of students at Level 3 or 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups
 - b) key personnel 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

Activity 1

- a) **English Language Arts Units of Study**: Students will be engaged in two units of study aligned to the CCLS for English Language Arts, with a culminating performance based assessment. The lessons/tasks will engage students in a cognitively demanding activity that that requires them to read and analyze informational texts and write opinions and/or arguments in response. The units will provide supports and scaffolds for students in reaching the standards. Teachers will be supported by the Instructional Cabinet. Members of the Instructional Cabinet will meet with academies regularly to support teachers in planning and implementing the Units of Study. During common planning meetings teachers will meet to develop supports and scaffolds, examine assessment, and use resulting data to adjust instructional practices and plan for the provision of AIS services.
- b) **Key personnel and other resources used to implement these strategies/activities**: Principal, Instructional Coach, Data

Specialist, Data Consultant, and Network Support Personnel.

- c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** Teachers will examine the CCLS and discuss the implications of the Common Core standards with respect to changes in instructional and assessment practices at weekly Grade/Academy Meetings in order to increase rigor and consistency of standards based work across the grades. Teachers will use data to analyze student strengths, trends in student performance, and identify areas for improvement. Teachers will receive professional development from and work with the data consultant to identify areas for improvement related to specific CCLS. Instructional Leads will attend professional development and turn-key information at Grade/Academy meetings. All Teachers in grades K through 8 will administer, assess, and analyze the results of the performance tasks in conjunction with the administration of Teachers College Running Records in order to plan targeted instruction for struggling students by adjusting instructional practices, and developing additional supports and strategies. Teachers will utilize Depth of Knowledge aligned rubrics and/or scoring guides to accurately assess the level of student work. They will thus be active in the assessment process and the evaluation of the effectiveness of the strategies.
- c) **Timeline for implementation:** The units of study and performance based assessment tasks will be taught and administered from September 2012 through June 2013.

Activity 2

- a) **ELA Curriculum Alignment:** The Common Core Planning Team is engaged in alignment of the Journeys Literacy Program with the CCLS in order to provide teachers with CCLS based curriculum maps that detail resources, activities, skills and strategies that align with rigorous and grade appropriate standards. The maps also identify additional/supplemental resources, activities, skills, and strategies when ample rigorous and grade appropriate standards are not available in Journeys. This is being done to ensure that instruction is aligned and rigorous. Included in the Journeys Program is the use of technology in instruction, a facet of the CCLS. This component is being aligned accordingly. Students receive instruction at grade level and are engaged in rigorous standards appropriate tasks with appropriate text complexity. Program instructional supports are utilized to provide intervention and scaffolds for all students, including Students with Disabilities and English Language Learners in reaching the standards.
- b) **Key personnel and other resources used to implement these strategies/activities:** Principal, Instructional Coach, Data Specialist, Data Consultant, Network Support Personnel, Common Core Planning Team
- c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** The Common Core Planning Team worked to align the first unit in Journeys K-5 and presented the results to Grade/Academy Teams, and continues to work collaboratively with these teams in the alignment of subsequent units in the program. End of Unit assessments and Teachers College Running Records are compared and used to examine growth in relation to the alignment strategies, as well as the validity of the program assessments. Teachers analyze assessment results by class and across the grades to inform next steps for teaching and learning. Teachers have also developed

CCLS aligned report cards and progress reports.

d) **Timeline for implementation:** Curriculum alignment will be take place from September 2012 through June 2013.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Engage the School Leadership Team in planning workshops and parent meetings.
- Conduct parent workshops with topics that may include: Understanding Data, Understanding CCLS, Understanding Instructional Strategies and Support, Understanding the Citywide Instructional Expectations, Understanding Shifts in Instruction, Assessment, State Exams and Homework Help.
- 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/goals allow parents to provide suggestions.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- Monthly PTA Meetings.
- Use of School Messenger System, an automated, computer-based telephone calling system that can deliver school-wide and targeted messages to parents.
- Parent Lending Library
- Monthly Newsletters are posted on the School website.
- Periodic student goals are sent home to parents.
- Parent Coordinator will host various workshops such as how to use ARIS Parent Link.
- Utilize email to communicate regularly with parents.
- PTC, Progress reports, phone conferences, CCLS report Cards.

Budget and resources alignment

• Indicate your school’s Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- The School receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title I, Title IIA, Title III, IDEA and UPK.
- As a School Wide Programs school under Conceptual Consolidation, we are able to co-mingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.
- Leveled books will be purchased using Tax Levy and NYSTL Textbook allocations based on an assessment of student needs
- TL Fair Student Funding and/or Title 1 Professional Development allocation will be used for teacher coverages for professional development, planning sessions, and Grade/Academy meetings regarding the CCLS and Instructional Strategies.
- Schedule includes common planning time at Grade/Academy meetings for Pre-K through Grade 8

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

By June 2013 the median adjusted growth percentile for Mathematics will increase 2.00 points for all students tested as measured by raw score to proficiency conversions on the 2013 NYS Mathematics Exam and reported on the school's New York City Progress report.

Comprehensive needs assessment

- An analysis of the New York City Department of Education Progress Report Data shows that the Median Adjusted Growth Percentile as measured by comparison of the 2011 and 2012 New York State Mathematics Examinations is 61.0. 58.2% of peer schools (schools with similar demographics and student population as defined by the New York City Department of Education) had a higher Median Adjusted Growth Percentile. 47.8% of New York City Schools had a higher Median Adjusted Growth Percentile.

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) key personnel 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

Activity 1:

- a) **Mathematics Units of Study:** Students will be engaged in two units of study aligned to the CCLS for Mathematics, with a culminating performance based assessment. The lessons/tasks will engage students in a cognitively demanding activity that requires them to model mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. The Units will provide supports and scaffolds for students in reaching the standards. Teachers will be supported by the Instructional Cabinet. Members of the Instructional Cabinet will meet with grades/academies regularly to support teachers in planning and implementing the Units of Study. During common planning meetings teachers will meet to clarify expectations, develop math vocabulary, and improve strategies develop supports and scaffolds, examine assessment, and use resulting data to adjust instructional practices and plan for the provision of AIS services.
- b) **Key personnel and other resources used to implement these strategies and activities:** Principal, Instructional Coach, Data

Specialist, Data Consultant, and Network Support Personnel

- c) **Steps taken to include teachers in the decision-making regarding the use of assessment:** Teachers will examine the CCLS and discuss the implications of the Common Core standards, with respect to changes in instructional and assessment practices in order to increase rigor and consistency across the grades. A Data Consultant is utilized to support teachers in accessing and utilizing data to make instructional adjustments. All Teachers in grades 3-8 will administer, assess, and analyze results of the performance tasks in conjunction with the administration of Math periodic assessments, including Everyday and Impact Mathematics Program assessments in order to plan targeted instruction for struggling students, adjust instructional practices, and develop additional supports and strategies. Teachers will work with task specific rubrics and scoring guides that utilize Depth of Knowledge language and alignment and/or scoring guides to accurately assess the level of student work.
- d) **Timeline for implementation:** The units of study and performance based assessment tasks will be taught and administered from September 2012 through June 2013.

Activity 2

- a) **Alignment of Mathematics Curriculum and Assessment with Common Core Standards:** Students in grades 3-5 will be engaged in DOK level 3 or higher problems on a weekly basis. Problems will be scored based upon a CCLS aligned rubric. All students in K-5 will be expected to solve Exemplars in math using strategies and planning tools developed by teachers at Grade/Academy meetings in collaboration with key support personnel. The students will utilize the strategies and planning tools provided and rubric to monitor their progress and have a plan for improvement. Exemplars provide a means for aligning assessment to the CCLS, require students to perform at grade level based on the CCLS, and provide a means for teachers to assess progress towards achieving the standards and adjust instructional practices, as well as a point of reference for aligning other programs and resources. In addition to the Exemplars, the Everyday Math and Impact Math Curriculums were examined and aligned using resources provided by the New York City Department of Education Common Core Library. Teachers examined the provided resources on aligning the program to make instructional shifts and supplement materials when necessary. The resulting assessment data from these aligned resources and assessments allow teachers to identify students not approaching and students far below the standards and provide intervention services accordingly.
- b) **Key personnel and other resources used to implement these strategies/activities:** Principal, Instructional Coach, Data Specialist, Data Consultant, and Network Support Personnel
- c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** The process of aligning Everyday Mathematics and Impact Mathematics while administering the aligned Exemplars allowed teachers to evaluate the validity and rigor of the assessments and have comparative data to evaluate the effectiveness of each program. Teachers use resulting student work to create portfolios that track progress based on these programs and assessments.
- d) **Timeline for implementation:** The alignment of the Mathematics curriculum will be taught and administered from September 2012

through June 2013.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Engage the School Leadership Team in planning workshops and parent meetings.
- Conduct parent workshops with topics that may include: Understanding Data, Understanding CCLS, Understanding Instructional Strategies and Support, Understanding the Citywide Instructional Expectations, Understanding Shifts in Instruction, Assessment, State Exams and Homework Help.
- 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/goals allow parents to provide suggestions.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- ELL teachers, ELA teachers, and administration will host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- Monthly PTA Meetings.
- Use of School Messenger System, an automated, computer-based telephone calling system that can deliver schoolwide and targeted messages to parents.
- Parent Handbook (translated into high incidence languages)
- Parent Lending Library
- Monthly Newsletters are posted on the School website.
- Periodic student goals are sent home to parents.
- Parents will be trained on how to use ARIS Parent Link.
- Parent Coordinator will host various workshops such as Dial-A-Teacher.
- Utilize email to communicate regularly with parents.
- PTC, Progress reports, phone conferences, CCLS report Cards.

Budget and resources alignment

• Indicate your school’s Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- The School receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title I, Title IIA, Title III, IDEA and UPK.
- As a School Wide Programs school under Conceptual Consolidation, we are able to co-mingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.
- Leveled books will be purchased using Tax Levy and NYSTL Textbook allocations based on an assessment of student needs
- TL Fair Student Funding and/or Title 1 Professional Development allocation will be used for teacher coverages for professional development, planning sessions, and Grade/Academy meetings regarding the CCLS and Instructional Strategies.
- Schedule includes common planning time at Grade/Academy meetings for Pre-K through Grade 8

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II _____ Title III _____ Grants _____ Other
_____ Levy _____

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax

Title

_____ Levy

_____ Title I

_____ IIA

_____ Title III

_____ Grants

_____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Students in grades 4-8 who score Level 1 or Level 2 on the ELA are provided Academic Intervention Services</p> <p>Students in Grades K- 3 are targeted based on Teacher's College Reading Assessment and teacher observations.</p> <p>Teachers incorporate a number of research-based intervention programs, including Wilson, Foundations and Words Their Way. The programs provide students with the tools and strategies to address basic decoding, spelling and fluency and comprehension skills.</p>	<p>We implement a combination of push-in and pull out models to provide small group instruction to targeted students</p>	<p>Services are provided to all targeted students during the school day,</p> <p>In addition, students at risk of not meeting state standards are mandated to attend the 37.5 minute instructional period Monday through Thursday.</p>
Mathematics	<p>We provide intervention services to children who have scored Level 1 or Level 2 on State assessments or have been referred by teachers as being "at-risk" based on classroom assessments.</p> <p>Teachers incorporate reading skills in problem solving as well as basic computational skills into small group lessons.</p>	<p>We implement a combination of push-in and pull out models to provide small group instruction to targeted students</p>	<p>Services are provided to all targeted students during the school day,</p> <p>In addition, students at risk of not meeting state standards are mandated to attend the 37.5 minute instructional period Monday through Thursday.</p>

Science	AIS services are provided by the elementary school cluster teacher and the intermediate school Science teacher. The teachers use classroom assessment data as well as the results of the NYS Science Test in Grade 4 to determine individual student needs and provide small group instruction to improve those skills.	Small group instruction	Services are provided during the school day
Social Studies	AIS services are provided by the elementary school classroom teachers and the intermediate school Social Studies teacher. The teachers use classroom assessment data to determine individual student needs and provide small group instruction to improve those skills.	Small group Instruction	Services are provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor, School Psychologist and the Social Worker provide social/emotional support services to students who have been referred by classroom teachers as in need of intervention. Short term, one on one or small group crisis intervention counseling is provided as needed by the appropriate professional.	During the school day	Services are provided during the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administration will collaborate with Network HR Support Personnel to ensure that non-HQT meet all required documentation and assessment guidelines.
- Title I funding will be utilized to support teachers in becoming Highly Qualified Teachers.
- Mentors will provide support for teachers that are Not Highly Qualified.
- Professional Development is provided to support the retention of Highly Qualified Teachers.
- Administration will collaborate with Network Support Personnel to seek Highly Qualified Teachers when positions are open.
- Administration will create candidate evaluation committees to identify and interview candidates when a position is available.
- During reorganization the administration will utilize teacher license information to ensure that the assignment matches the teacher's license area.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

REQUIRED OF ALL SCHOOLS

CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Chris Groll Neal Opromalla	District 21	Borough Brooklyn	School Number 121
School Name Nelson A Rockefeller			

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

Principal Jayne Perlman	Assistant Principal NA
Coach Carolyn Cottrell	Coach NA
ESL Teacher Lucille Randazzo	Guidance Counselor Stacy Levine
Teacher/Subject Area Antoinette Theoharis Sci/Math	Parent Mary Fiorentino
Teacher/Subject Area Diane SchianodiCola/Gr 5	Parent Coordinator Celia Magrone
Related Service Provider Stephanie Cohen	Other type here
Network Leader Neal Opromalla	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	319	Total Number of ELLs	45	ELLs as share of total student population (%)	14.11%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

1. In order to quickly identify potential ELLs and ensure services are provided within mandated timelines, the ELL teacher is notified of all new admits. Ms. Randazzo, ELL teacher and Ms. Cottrell, Literacy Coach, have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute the Home Language Information Survey to parents/guardians in their native language. We have translators on staff for Spanish (Mr. Soto) Russian (Mrs. Kagan) Urdu (Mrs. Chowdhury) and Italian (Mrs. Giugliano). If parents speak a language that we cannot provide a staff member to translate, we will call the Translation and Interpretation Unit to assist us. Once a child's home language has been identified, the LAB-R is administered by the ESL teacher within 10 days of admission to the school. The results are hand-scored to determine entitlement. The Spanish LAB is administered to those Spanish speaking students that are determined to be entitled. Continued entitlement as an ELL student is based on the NYSESLAT, administered annually to all ELLs. The RLER report is run on ATS the morning of NYSESLAT administration to ensure all students are tested. The speaking test is administered individually to each student. The Listening, Reading and Writing Components are schedule on consecutive days in accordance with the Department of Education's testing calendar.

2. Once entitlement is determined, parents/guardians of ELLs are invited to a Parent Orientation Workshop facilitated by Ms. Randazzo, ESL teacher and Mrs. Magrone, Parent Coordinator. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include an orientation video, as well as brochures, and are available in a variety of native languages. The Orientation Meeting is scheduled within the first five to seven days of a child's enrollment. Parents are notified of the meeting by letter sent home with their child as well as a phone call from the school. If parents/guardians are unable to attend the scheduled Orientation, every effort is made to accommodate them so that they may be made aware of the program choices. The Parent Coordinator, Mrs. Magrone, will schedule appointments with parents at their convenience. If parents cannot watch the video, the ESL teacher will conduct one on one interviews. As a last resort, she will conduct telephone conferences with parents that are unable to come in to the school. Parents that have previously selected TBE programs are notified by telephone and in writing by Ms. Randazzo, ESL teacher, when the program becomes available.

3. In an effort to ensure that entitlement letters and Parent Survey and Program Selection forms are returned, this is closely monitored by Ms. Randazzo, ESL Teacher. Immediately after the Parent Orientation Meeting, the return rate is assessed, with materials redistributed as necessary. Two days later, the return rate is examined again. At this point, Ms. Randazzo, the ELL teacher, or Mrs. Magrone, the Parent Coordinator, will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents. If parents do not return the form or if they return the form and have not selected a program, the default program is Transitional Bilingual. The entitlement letters are maintained in the ESL classroom.

4. Parent choice is honored in the following ways: For parents that select Freestanding ESL, students are placed in the school's program immediately and a Program Placement Letter is sent home. Ms. Randazzo, the ESL teacher, maintains copies of the placement letters. For those that select TBE or Dual Language, parents are given information about other schools that offer the programs (if available). Written materials are provided in native languages. Translation services are provided by staff members identified above as well as the

Translation Unit. Continued Entitlement letters are sent home to all students that are deemed entitled based on the NYSESLAT, with copies maintained by Ms. Randazzo in the ESL classroom.

5 & 6 The school monitors the trend in parent choice by recording the choice of each parent in a database file. The trend in parent choice is used to determine future program offerings. A review of Parent Survey Selection forms for the past three years indicate a 97.6 % preference for ESL, therefore the program offerings at the school are in alignment with the trend in parent choice. The ESL teacher, Ms. Randazzo maintains record of those parents that choose TBE programs and they are notified by telephone and by letter when the program becomes available.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	1	1	1	2	2	1	1					15
Total	3	3	1	1	1	2	2	1	1	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	38
SIFE	0	ELLs receiving service 4-6 years	5
		Special Education	11
		Long-Term (completed 6 years)	2

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. [i](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	38	0	6	5	0	3	2	0	2	45
Total	38	0	6	5	0	3	2	0	2	45

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	2	3	3	3	1		2					22
Chinese	1													1
Russian			1	2	3	2	3							11
Bengali				1										1
Urdu	1		2		1	1			1					6
Arabic		1		1										2
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other														0
TOTAL	7	5	5	7	7	6	5	0	3	0	0	0	0	45

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. The school's licensed ESL teacher provides instruction to English Language Learners through a freestanding ESL program. All eligible students in grades K-8 participate, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores). The primary organizational model is "Push-In" with relatively few "Pull-Out" classes scheduled for Newcomers.

Students are heterogeneously mixed (mixed proficiency levels) and in some instances, grade levels are mixed as well. For example, students in grades K and 1, of mixed proficiency levels, are grouped together.

2. ESL services are provided by Ms. Randazzo, the ESL teacher. Students scoring at the Beginner or Intermediate level receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly as per CR Part 154. The ESL program is aligned with, and supports, the comprehensive core curriculum in both literacy and mathematics. Most classroom teachers have had required training in ESL methodologies and prepare content area lessons with these strategies in mind. Those that have not had the required training are in the process of being trained by the school's ESL Teacher.

3. Instruction is content-based and centers on the Workshop Model. The ESL teacher, together with classroom teachers, conducts whole class read alouds and shared readings to promote reading comprehension, reading skills and strategies and to expand vocabulary. The school's curriculum in all subject areas is aligned to the New York State Common Core Standards. Teachers incorporate a variety of literary genres to enhance and promote student interest using a broad spectrum of reading materials. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Author studies are used to compare and contrast various writing styles. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. The writing process is taught through Guided Writing, Shared Writing, Interactive Writing and Writers Workshop. Essay writing, interviewing, responding to literature, and narrative procedures and accounts are samples of the writing genres that are explored with the ESL students. All classrooms are stocked with grade-appropriate reading materials for use in literacy activities as well as the integration of curriculum areas into literacy.

The ESL Teacher attended QTEL Building the Base and Building the Base II, as well as a series of Professional Development sessions on "Sheltered Instruction for ELLs." Through the New York City ELL Success Incentive Grant, this information was turnkeyed to classroom teachers. New teachers will be offered the opportunity to attend this training as well. Teachers include instructional approaches and methods in their classroom that are designed to make content comprehensible to ELLs while enriching language instruction as well.

The ESL curriculum is supplemented by Pacific Learning's "New Heights" program. New Heights is a tape-assisted reading program that provides students who are struggling readers with an opportunity to practice reading the same text, with audio support, as many times as required to reach fluency. The program is research-based, and studies indicate that when second-language learners are given the

A. Programming and Scheduling Information

opportunity to re-read books with audiotapes, they show substantial growth in their ability to read increasingly difficult books both fluently and accurately. ELL students also use Imagine Learning English. The program incorporates adaptive assessments to provide differentiated instruction to each student—it acts as a one-on-one instructor. The program provides strategic first-language support to instruct students in performing activities and understanding language concepts. Each concept is scaffolded with engaging repetition. In order to ensure students' academic success, Imagine Learning English teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. Students are assessed regularly, including pre and post tests, through the integrated program assessment materials. The program also provides native language support.

4. The school makes use of a data-driven approach to improving student performance, using item skills analyses, portfolio assessments, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. All teachers, including the ELL teacher, maintain Assessment Binders, a central location for all types of assessment data. Ongoing assessments are both formal and informal. For students in grades 3-8, item skills analyses generated from Periodic Assessments help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Early Childhood Language Arts System (ECLAS-2) in the lower grades helps teachers make appropriate decisions as they select reading materials, plan activities, and structure literacy programs for all lower grade students, including ELLs.

5. a. The instructional plan for SIFE students is as follows: SIFE students will receive intensive literacy instruction using a research based program such as Wilson. The ESL teacher, Ms. Randazzo is a certified Wilson Teacher. SIFE students will participate in ESL classes, with instruction differentiated by content, process and product, to meet individual student needs.

5. b. Students just arriving into an English Speaking School System are supported in a variety of ways. "Newcomers" are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks. In addition, instruction is scaffolded, as these students require support in order to access the curriculum and meet the New York State Common Core Learning Standards. Scaffolding techniques such as Modeling, Bridging, and Schema Building are incorporated into daily lessons to support ELL students.

5. c. In addition to the mandated ESL instruction, ELLs with 4-6 years of service are supported at the school. These students are given AIS services in Literacy, Math, Science and/or Social Studies as needed. They are mandated to attend the additional 37.5 minutes of instruction Monday through Thursdays. We also recommend that they attend after school programs, specifically the school's Title III program. Further, the students are tracked regularly at our Academic Intervention Services meetings.

5. d. Long Term ELLs (students in an ESL Program for more than six years) are provided similar services as the ELLs with 4-6 years. Further, if adequate progress is not made, students are examined on an individual basis by the AIS Team in an attempt to determine if a referral for a special education evaluation is necessary.

6. Special Education ELLs, in addition to their IEP mandated services, are also supported at the school. They are mandated to attend the additional 37.5 minutes of instruction Monday through Thursdays. Teachers also incorporate Universal Design for Learning (UDL), a set of principles that provides a structure to develop instruction to meet the needs of a diversity of learners. UDL is research-based framework that suggests each student learns in a unique manner. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction is customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the NYSCCLS. We also recommend that they attend after school programs, specifically the Title III program. Further, the students are tracked at our Academic Intervention Services meetings on a regular basis.

7 As a "Phase I" school, our ELL~SWD students enjoy a flexible schedule designed to meet their individual needs and provide the least restrictive environment. Program models include Part Time CTT classes and SETSS provided through a Push In model, either one period a day or two, depending on student needs. Some students also work with classroom Paraprofessionals as well. All ELL~SWD have access to the same curriculum as other students in the school, with instruction differentiated to meet the needs of each students.

Courses Taught in Languages Other than English

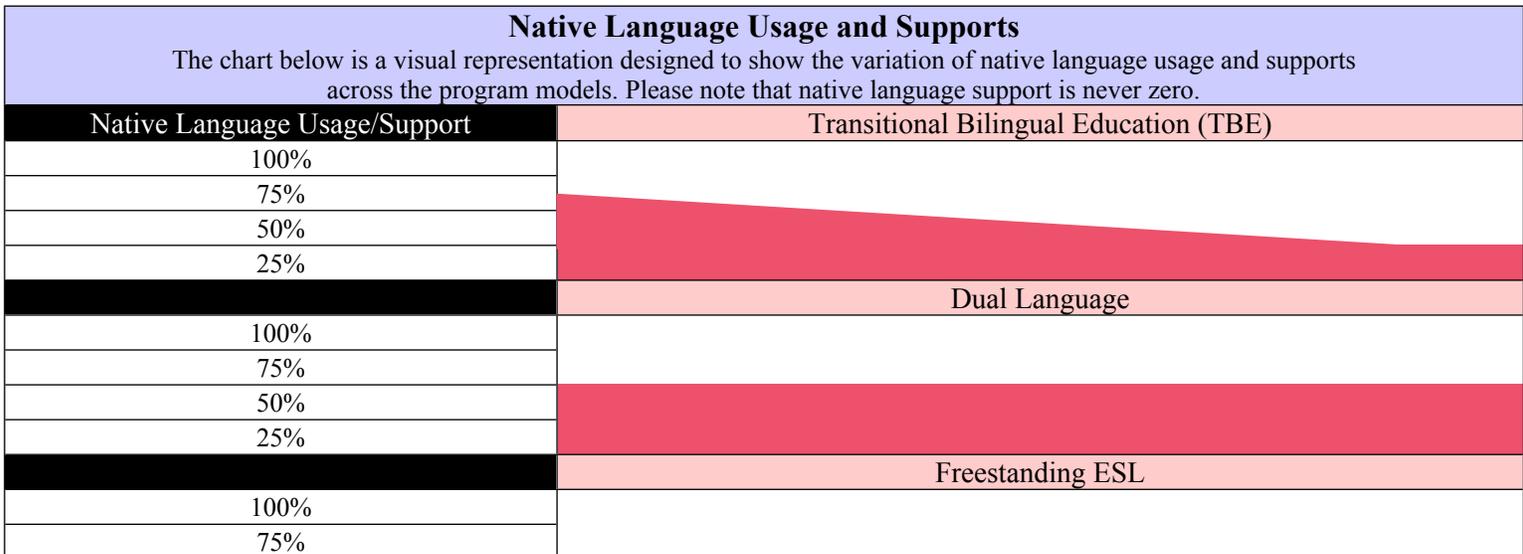
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention services are provided to all students, including ELLs, by an AIS Literacy, AIS Math and an At Risk teacher. These teachers work with small groups of students to develop literacy and math skills using assessment data to determine individual needs. Analysis of NYS ELA and Math data show that ELL students are significantly behind their English speaking peers in ELA and performing just below their English speaking peers in Math. (See data section).

9. Students achieving proficiency in English based on the NYSESLAT are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independent of support, it is removed. Activities designed to support transitional students are:

- Lunch Time Tutoring, offered by classroom teacher.
- After School Program, offering academic support in reading and math.
- Academic Intervention Services during the school day.

Services offered to transitional students are monitored by the Academic Intervention Team and are individualized based on each student's need. Students are removed from the transitional program when they perform at or above Level 3 on City and State Standardized Assessments.

Transitional students also receive test modifications such as extended time and use of glossaries for up to two years after they are no longer entitled.

10. For this school year, we are offering most of our students ESL services through a "Push-In" model. By providing services directly in the classroom, we hope to support our students through small group, differentiated instruction and a lower Student-Teacher ratio.

11. We do not plan on discontinuing any programs or services for our ELLs

12. ELLs are afforded equal access to all school programs. Students are heterogeneously mixed across all grade levels. The school follows New York City's core curriculum for all students, including ELL's. We currently have a partnership with LEAP and MOMA (Arts Education) as well as the New York City Ballet. ELL students participate in these programs. Further, all ELLs in grades 1-8 are offered an after school program through Title III. The goal of the Title III program is to improve the literacy and math skills of our ELL students. The school also offers Enrichment Clusters and Lunchtime Clubs. Parents are notified of these opportunities, with written notices translated into high incidence languages. Identified staff members (see section 1) also call parents. ELL students are a part of our regular school population, therefore they are represented in all school programs.

13. ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped with a fully stocked classroom library with a wide variety of reading materials designed to support the individual needs of ELL students as they begin to acquire and develop their skills in English. ELLs also have access to a wide array of technological tools, including laptop computers and SmartBoards.

The school follows New York City's Core Curriculum for all subject areas. ELA is taught through the Balanced Literacy model. Mathematics instruction centers around Everyday Math in grades Pre-K through five and Impact Math for grades six through eight. Science and Social Studies instruction follows the New York City Scope and Sequence. Extra-curricular programs include partnerships with MOMA, the Museum of Natural History, LEAP, and the New York City Ballet. ELLs are afforded equal access to all school programs and actively participate in all activities.

Newcomer students use Pacific Learning's New Heights Program, a literacy based program that offers books on tape to support literacy.

Newcomers also use Imagine Learning English, a computer based literacy program. The program has built in Native language support. In addition classroom libraries have a selection of spanish children's literature.

Students in the program for 0-3 years use Journeys, a Common Core Aligned literacy program. The program incorporates support for ELL students.

Students in the program for 4-6 years and long term ELLs also participate in the Journeys literacy program, and they also receive services from the AIS Literacy teacher as well as the AIS Math teacher, based on student need.

14. Native language support is delivered in a variety of ways. Our computer-based instructional program, Imagine Learning English, has built in support for a variety of native languages. We provide glossaries to our students in their native languages so that they can more easily develop their academic knowledge. Finally we translate when necessary or pair students with someone who speaks their language.

15. All required services support and resources correspond to ELLs age and grade levels.

16. We provide parents of ELLs with information about community resources available for both their children and themselves. We encourage parents to avail themselves of these resources. The school schedules orientation sessions each September for Pre-Kindergarten and Kindergarten students.

17. Students are offered Spanish as a language elective.

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)?

NOT APPLICABLE

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> 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.
<p>1. Professional development, for the ESL Teacher as well as all classroom teachers, continues to be a focus for the school. School leaders have developed a profession development plan for the ESL teacher that includes extensive PD on the school's new Literacy program, Journeys. The ESL teacher has also completed QTEL Professional Development, including Building the Base and Building the Base 2, and regularly implements its theories at the school. She also attended Catherine Brown's Sheltered Instruction for ELLs, offered by our CFN. The ESL Teacher, Ms Randazzo, will attend the following Professional Development Sessions:</p> <ul style="list-style-type: none"> Literacy for ELL Students (November 2011) Math For ALL (Series of 5 sessions , October, 2011 through February 2012) Distinguishing Between Language Acquisition Problems and Learning Disabilities (November, 2011) Journeys (Ongoing throughout the school year) <p>2. ALL staff members (common branch teachers, subject area teachers, paraprofessionals, guidance, special education teachers, psychologist, occupational therapist, physical therapist, speech teachers, secretaries and the parent coordinator) regularly participate in ELL training throughout the school year. Training opportunities include regularly scheduled academy meetings and other professional development days (Election Day, Brooklyn Day). Topics will include Scaffolding for ELLs, Sheltered Instruction, Assessment for ELLs, and Math For ALL. Further, we support our staff in assisting ELLs as they transition from one school level to another in the following way: Teachers of grades 5 and 8 attend professional development on the Common Core Standards for all content areas for middle school and high school. They expose students to the skills they will be expected to learn in middle school and high school. The school also hosts a High School Information Night.</p> <p>3. New teachers are provided with the required 7.5 hours of ELL professional development (10 hours for Special Education Teachers). Topics include the Stages of Language Acquisition, Using Sheltered English in the Classroom, Building Background Knowledge for ELL students, and Assisting the Newcomer. Each teacher maintains their records, with copies in the main office.</p>

E. Parental Involvement

<ol style="list-style-type: none"> 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?
<p>1. Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer a series of supportive and informative workshops. These workshops are planned based on the needs of parents and are designed to assist parents and enable them to be effective partners at home. We distribute interest surveys at the start of each school year and use that information to plan activities. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. We have also set up a Lending Library, with materials in various languages, to serve as a resource for parents. We make use of the Translation Unit for translation services as well. In addition, several staff members assist in translating for parents - Mr. Soto (Spanish), and Ms. Kagan (Russian), Ms. Chowdhury (Bengali and Urdu), Ms. Giugliano (Italian).</p> <p>2. We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. Some partner agencies are Heartshare, Sandwiches for the Homeless and Penny Harvest.</p> <p>3. We evaluate the needs of the parents in several ways. Our parent Coordinator is in direct contact with many families and assists us in determining the needs of our ELL families. In addition, translation services as noted above are available.</p> <p>4. As a result of our outreach efforts, our parent involvement activities are designed around the needs of all parents, including the parents of ELLs. We regularly evaluate the effectiveness of our activities and redesign as needed. Our goal is to have all of our parents involved in school based activities and work to ensure that occurs.</p>

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)	5	2	2	3	2	1	2		1					18
Intermediate(I)		3		3	1	3	2		2					14
Advanced (A)	2		3	1	4	2	1							13
Total	7	5	5	7	7	6	5	0	3	0	0	0	0	45

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

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

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

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

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

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

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

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

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

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

1. Our school uses ECLAS-2 to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their english speaking peers in most literacy strands. We also use TC Reading levels to asses independent reading levels for all of our students. Currently, 28% of our ELL students are reading on grade level independently. As a result, we have put in place several programs that seek to close that gap. For examle, our teachers implement phonics and phonemic awareness activities into their daily literacy blocks. They also provide ELLs with differentiated, small group instruction based on their individual needs.

2. 2011 NYSESLAT results show that 28% of our students scored in the Advanced category. There are a significant number of Beginner students due to higher enrolment of new immigrants. Students generally enter the ELL program by scoring in the Beginner category on the LAB-R.. A further breakdown of those results by skill indicate that ELLs scored lower in the Reading/Writing subtests than the Listening/Speaking subtests, with the middle school students also demonstrating weakness in the Reading subtest.

3. The school's Instructional Cabinet (The Principal, Mrs. Perlman, the Literacy Coach, Ms. Cottrell, the ESL Teacher Ms Randazzo) tailor the schools instructional program to meet the needs of all of our students including ELLs. Our instructional programs incorporate activities that are designed to support ELLs in developing their literacy skills across all grades and all modalities (Listening, speaking reading and writing). These programs include phonics and phonemic awareness activities as well as Imagine Learning English, a computer based program that individualizes instruction and provides native lagueage support to students as well. We also offer all of our students access to a curriculum that is aligned with the New York State Common Core Learning Standards. Our students are exposed to content area instruction that is infused with ESL methodologies. We also provide Academic Intervention Services to our ELLs as needed, Through scaffolding of support to our ELL students, we seek to ensure that our ELL students succeed.

Instruction is differentiated to meet the needs of ELL students. Material is presented in a variety of ways, including visually and orally, allowing ELL students to experience the curriculum by tapping into all modalities. Classrooms are equipped with SmartBoards and laptop computers to facilitate these experiences

4.a. An analysis of student assessment results for 2011 shows that overall, 55% of students in grades 3-8 scored at or above Level 3 on the State English Language Arts exams while only 18% of ELLs scored at or above Level 3. In Mathematics, 79% scored at or above Level 3 on State Mathematics exams, while 52% of ELLs scored at or above level 3. EClas-2 results show ELLs underperforming across all literacy strands. The academic performance of ELLs is of particular concern as the group represents a disproportionately high percentage of below level scores, specifically in ELA.

Results for the Grade 4 and Grade 8 State Science Exams and the Grade 5 and 8 Social Studies Exams indicate better performance for our ELLs. For Science, 5 students were tested and 100% scored at Level 3 or Level 4. For Social Studies, 6 students were tested and 66% scored Level 3 or Level 4.

SASS analysis demonstrates that the school has met its Annual Yearly Progress (AYP) target in Grade 4 Reading, Math, and Science and Grade 8 Reading, Math and Science. Our State Accountability status for the 2009-2010 school year is Title 1 School in Good Standing.

4.b School leadership and teachers consider a variety of data, both formative and summative in determining the individual needs of all students, including ELLs. Data analysis is used to design whole class instruction as well as small group and individual needs. At this time we do not administer the ELL Interim Assessment. We assess students through the Periodic Assessment, TCRWP, Journeys and Everyday Math.

4 c. Periodic Assessment data is disaggregated to identify the trends of the ELL students. We found the ELLs are underperforming compared to their english speaking peers. Native language support is used in the following ways - Textbooks in Spanish are available, Journeys Literacy program is available in spanish, Imagine Learning program supports a vareity of native languages.

5. Not Applicable

6. The success of the ELL program will be evaluated regularly by school leaders, in conjunction with the ESL teacher. They will examine all available data and use that information to inform currucular and instructional decisions. They will assess the rate in which ELL parents participate in school events and determine methods to increase involvement. Further, the Inquiry Team will work to align the school's curriculum to the Common Core State Standards.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>PS 121 Nelson A Rockefeller</u>		School DBN: <u>21K121</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jayne Perlman	Principal		10/14/11
NA	Assistant Principal		
Celia Magrone	Parent Coordinator		10/14/11
Lucille Randazzo	ESL Teacher		10/14/11
Mary Fiorentino	Parent		10/14/11
Diane SchianodiCola	Teacher/Subject Area		10/14/11
Antoinette Theoharis/Sci Math	Teacher/Subject Area		10/14/11

School Name: PS 121 Nelson A Rockefeller

School DBN: 21K121

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carolyn Cottrell	Coach		10/14/11
NA	Coach		
Stacy Levine	Guidance Counselor		10/14/11
Neal Opromalla	Network Leader		10/14/11
Stephanie Cohen	Other <u>Related Service</u>		10/14/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K121 **School Name:** PS 121 Nelson A Rockefeller

Cluster: 04 **Network:** CFN 409

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.

The Parent Coordinator and the ESL teacher work together to determine the languages represented at our school. We look at a variety of ATS reports, including HLIS, a report that indicates the OTELE codes of children in the school. We also look at the preferred communication languages parents indicate on the Blue Emergency cards (and subsequently entered into ATS).

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.

Through an analysis of the data, we determined that there are seven different language groups represented at the school. Our high incidence languages are Spanish, Russian and Urdu. These findings were reported to the school community in the following ways:

- At a Faculty Conference for all staff members
- At the September School Leadership Team Meeting
- At the September PTA 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.

All notices are sent home in Spanish as well as other high incidence languages. Spanish represents the majority of parents requesting to be communicated with in a language other than English. Our Middle School Spanish Teacher, Mr. Soto, translates all written notices into Spanish. We use the Department of Education's Translation Unit to assist us in translating written notices, as well as Google Translator.

Report cards are translated and are sent home to parents in the appropriate languages.

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.

Oral translation services include:

*Spanish - Provided by our Spanish Teacher, Mr. Soto, our First Grade Teacher, Mrs. Figueroa, and our Paraprofessional, Mrs. Puello. Further, our School Psychologist, Ms. Ortiz, and our School Social Worker, Ms. Alayon, provide translation services as well.

*Urdu and Bengali - Provided by our Paraprofessional, Mrs. Chowdhury

*Russian - Provided by our First Grade Teacher, Mrs. Kagan

We provide oral translation services at PTA meetings, Parent Teacher Conferences and other events of importance to parents.

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 fulfill Section VII of Chancellor's Regulations A-663 in the following ways:

- At the beginning of each school year and as part of the admission process for new arrivals, the school will determine the oral and written language preferences for the parent or guardian of each student in the school and determine the language needs of the school population.
- The school will provide the parent of each student in the school written notification of their rights regarding translation and interpretation services, and instructions on how to obtain those services. This notices is available in 9 covered languages and is provided by the Department of Education.
- The school will post in a conspicuous location near the primary entrance a sign in each of the covered languages indicating where a

copy of the written notification can be obtained.

- The school safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching the school's administrative offices solely due to language barriers
- Parents will be notified of the Department's website where information in each covered language concerning the rights of parents to translation and interpretation services and how to access such services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 121 Nelson E Rockefeller	DBN: 21K121
Cluster Leader: Christopher Groll	Network Leader: Neal Opromalla
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

The goal of PS 121's Title III program is to provide a rigorous, standards-based data driven supplemental program for ELL students that will enable them to meet or exceed City and State performance standards.

The objective of the program is to implement an effective supplemental ESL program that will result in a 5% increase in the number of ELLs making adequate yearly gains in English as measured by the NYSESLAT.

A review of standardized test scores, including the New York State ELA, Math and Science exams, demonstrate that ELL students are scoring far below their English speaking peers in ELA as well as the content areas. NYSESLAT results demonstrate reading and writing as areas of need.

Based on student need, PS 121 will offer an after school supplemental enrichment program for ELL students in grades 1-8. For the 2012-2013 school year, the students will meet twice a week, after school, for ninety minute sessions, from 3:05PM to 4:35PM, from October 24, 2012 through April 10 2013. For the 2013-2014 school year, the program will meet from October 2013 through April 2014. The program's focus will be supplemental math, literacy and science instruction. Mathematics materials will include "Approach and Connect." Science materials will include Kaplan Science. Literacy materials will include Imagine Learning English (ILE), a scientifically research based technology program, with each student interacting with the program through the use of a laptop computer and headphones. The program is specifically designed to improve the literacy skills of ELL students. ILE uses adaptive assessments to provide differentiated instruction to each student - it acts as a one on one instructor. The program provides strategic native language support to instruct students in performing activities and understanding language concepts. Each concept is scaffolded with engaging repetition. In order to ensure academic success, ILE teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. Students will be assessed regularly, including pre and post tests through integrated assessments.

Students will also engage in activities designed to improve performance on the NYSESLAT, including "Getting Ready for the NYSESLAT and Beyond."

Subgroups and grade levels to be served

Part B: Direct Instruction Supplemental Program Information

All students in grades 1-8 will be served, with instruction targeted to the needs of the students

Schedule and duration

The program will meet twice a week (Wednesdays and Thursdays), from October, 2012 through April, 2013, from 3:05PM to 4:35PM. For the 2013-2014 school year, the program will meet twice a week from October, 2012 through April, 2014, from 3:05PM-4:35PM, exact dates to be determined.

Language of Instruction

All instruction will be in English

Number and types of certified teachers

The program will be supported by two teachers - Ms. Randazzo, ESL Teacher and Ms. Cottrell, Literacy/Technology Teacher

The program will also be supported by paraprofessionals, as indicated on the IEP of students requiring that service.

Types of materials

Imagine Learning English software program

Wright Group Early Literacy Program

Part C: Professional Development

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

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

Begin description here: Rationale

Well-planned, ongoing professional development sessions will support language development for all students. Professional development will be targeted to meet the needs of the teachers and students. In an effort to maximize resources and maximize personnel exposed to learning experiences designed to improve teaching and learning for all ELLs, ELL professional development sessions will be part of the school's regularly scheduled program.

Title III teachers to be trained:

The ESL Teacher, Ms. Randazzo

Literacy/Technology Teacher, Ms. Cottrell

Part C: Professional Development

Classroom Teachers

Content area teachers

Schedule and duration

Professional development sessions will be scheduled in November 2012, February 2013 and March 2013 and again in November, 2013, February 2014 and March 2014

Topics to be covered

- New York State Common Core Learning Standards
- ESL Methodologies
- Integrating ESL strategies into Content Area instruction
- Data Driven Instruction
- Imagine Learning English

Name of provider

Imagine Learning English

NYC Department of Education

CFN 409

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: Rationale

Parent Involvement initiatives will be targeted to meet the needs of the ELL parents as well as support the Title III program.

Schedule and Duration:

Part D: Parental Engagement Activities

Parent Involvement will be scheduled in January, 2013, March, 2013, and April 2013 and again in January 2014, March 2014 and April 2014.

Topics to be covered:

Resources to assist children at home

Common Core Learning Standards and the ELL child

Communicating with the school and with teachers

Name of provider

School Social Worker - Ann Gorman

Parent Coordinator - Celia Magrone

ESL Teacher - Lucille Randazzo

Literacy Coach - Carolyn Cottrell

How parents will be notified of these activities

Parents will be notified in the following ways:

- Flyers sent home translated into high incidence languages
- Follow-up telephone calls

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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