



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** 02M126

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

**PRINCIPAL:** JACQUI GETZ

**EMAIL:** JGETZ@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** M. GUZMAN

## 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
Jacqui Getz	*Principal or Designee	
Barry Greenberg	*UFT Chapter Leader or Designee	
Susan Crowson	*PA/PTA President or Designated Co-President	
Milagros Rodriguez	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Nicole Schorr	Member/Teacher	
Moraima Dominguez	Member/Teacher	
Filippa Ferriola	Member/Teacher	
John DeMatteo	Member/Teacher	
Chris Piccigallo	Member/Teacher	
John Molinelli	Member/Parent	
Liza Daniel	Member/Parent	
Susan Brady	Member/Parent	
Kate Freedman	Member/Parent	

Marijo O'Grady	Member/Parent	
Phil Burnett	Member/Parent	
Frances Forcella	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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Goal: to familiarize teachers and administrators with the Danielson Framework and to conduct frequent formative classroom observations while providing teachers with timely formative feedback and professional development to support improved practice in identified competencies and across a common framework by June 2013.**

### **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.
- **Based on the analysis of student data, this goal was generated to create a common language and culture among teachers and administrators, and to promote CCSS aligned teaching practices, and focus areas of professional growth.**

### **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,  
**Bi-weekly study groups K-2 (ELA), 4-8 (Math), weekly grade/department meetings, additional common planning time, monthly Special Education Department meetings, and bi-weekly Middle School Special Education meetings will support and assist teachers in the following areas: designing coherent instruction, using questioning and discussion techniques, and engaging students in learning (Danielson Framework Domains).**
  - b) key personnel and other resources used to implement these strategies/activities,  
**Key personnel: Math, ELA, Science and Social Studies consultants, coaches, mentor teachers, and administrative team. Resources: Danielson Framework, professional development texts, weekly professional development articles.**
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
**Post-observation de-brief meetings give teachers the opportunity to reflect upon instructional feedback, determine next steps for teaching based on evidence of student learning, set goals for professional development, and discuss future planning regarding curriculum/content.**
  - d) timeline for implementation.  
**Administration provides feedback within 24 hours after classroom mini-observation. Teachers set long-term and short-term goals based on feedback during de-brief meeting. By June, all teachers will be observed five times.**

### **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.  
**-Develop a communication to parents regarding what teacher professional development is and how it impacts students**  
**-Share pertinent aspects of the Danielson Framework in practical language: weekly Family Letter- on the website, in backpacks, in the lobby- translated into Chinese and Spanish**

**Budget and resources alignment**

- Indicate your school's Title I status: X  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).
- **Administration Team and Parent Coordinator will be available to answer questions regarding the work of consultants in the school.**
- **Family Associate will work with STH to ensure attendance of families at workshops**

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**Goal: to ensure that all students with disabilities have access to learn within the least restrictive environment by June 2013.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **This goal was generated based upon the new guidelines of the Special Education Reform, the dismantling of our self-contained programs, our school data, and the implementation of the Common Core State Standards.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
**We are implementing content-based ICT teams and incorporating SETSS in ICT classrooms, along with flexible programming. We are providing enhanced small group and individual instruction. We are providing on-going ICT professional development. Additionally, teachers facilitate and attend monthly Special Education meetings, and bi-monthly Special Education meetings in middle school. ICT coaching facilitates the implementation of integrated co-teaching models, Positive Behavioral Intervention Services (PBIS), and CCSS. The staff is working with a specialist from the DOE Special Education Department and receives outside professional development.**
  - b) key personnel and other resources used to implement these strategies/activities,  
**Key personnel: staff developers, coaches, PPT/SIT committees, and two additional SETSS/intervention providers.  
Resources: professional development texts (i.e. PRIM, Lost in School, An Ethic of Excellence, Leading and Managing A Differentiated Classroom).**
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
**Blocks of common planning time, teacher surveys, study groups around such subjects as high-quality IEP's and appropriate modifications, and feedback from monthly meetings and coaching conferences allow teachers to participate in the decision-making process. Additionally, the ICT professional development for teachers builds capacity within the staff.**
  - d) timeline for implementation.  
**On-going 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.  
**-Create a practical, informational guide with definitions on ICT, 12:1, differing learning styles, least restrictive environment, and how to assess if a child needs services, include what are guidance services/resources and responsibilities in times of crisis and in general (create definition sheet geared toward the parent and the student for improved understanding).**

- Create a guide for parents on how to talk to students on honoring and appreciating differences and respect for diversity (create a practical talking points sheet for parents-sent in beginning of the year) and how to communicate if your student needs or is sent to guidance office.
- Host an informational session on Special Ed Reform and Options for your child (what is best fit for needs) and how to access systems within school (get an expert to host a session (parent and DOE)
- Host a parent conversation group to share experiences, concerns and impart information.

**Budget and resources alignment**

- Indicate your school's Title I status: x  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.  
 x \_\_\_\_\_ Tax Levy    x \_\_\_\_\_ 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).
- **Parent Coordinator, Family Associate, SAPIS counselor, guidance department and special education department will plan workshops for families**
- **Family Associate will work with STH to ensure attendance of families at workshops**

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Goal: Students in Grades K-8 will experience Common Core aligned units of study in ELA, Mathematics, Science, and Social Studies, which will culminate in a Performance Assessment Task (PAT) by June 2013.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **This goal was generated on the analysis of student data and the Common Core initiative.**

#### **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,  
**Teachers will develop Performance Assessment Tasks (PATs) involving pre/post assessments with accompanying rubrics that frame teaching around the CCSS. Teachers will align existing units of study in ELA, Mathematics, Social Studies, and Science to the CCSS, integrating components of Universal Design for Learning. The teacher-designed pre/post assessments will be used to measure student growth and inform instruction. The PATs and units of study will take into account the needs of English Language Learners (ELLs), students with disabilities, and students in the lowest third percentile. Teachers are vertically aligning CCSS units of study PreK-8 in ELA, Mathematics, Science, and Social Studies. Extended Day Instruction provides extra academic support for the students in the lowest third percentile. Students with disabilities and ELLs are given extra support in flexible grouping with targeted instruction to achieve the goals in the PATs.**
  - b) key personnel and other resources used to implement these strategies/activities,  
**Key personnel: general education teachers, special education teachers, ESL teachers, SETSS/intervention providers, and consultants. Resources: curriculum planning resources (i.e. articles, websites, professional texts).**
  - 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 are provided with blocks of common planning time. They facilitate and attend monthly grade and department meetings. Teachers are given opportunities to plan with outside consultants and participate in K-8 study groups.**
  - d) timeline for implementation.  
**By Fall of 2013, the required PATs and CCSS-aligned units of study will be completed.**

#### **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.
- Present workshops regarding the Common Core State Standards; provide information through the Family Letter and on the school website.**
- Share results of the Performance Assessment Task through report cards and in parent/teacher conferences**
- Provide examples of how parents might support common core in the identified subjects at school**
- Invite families to participate in class projects that support the CCSS**

**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).
- **Consultants will work with classroom teachers service providers to develop CCSS aligned Performance Assessment tasks**
- **Family Associate will work with STH to ensure attendance of families at workshops**

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

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

#### **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 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).

## 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:
  - e) 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 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).

**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	<ul style="list-style-type: none"> <li>• Foundations</li> <li>• Interactive Writing</li> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>• Shared texts</li> <li>• Book Clubs</li> <li>• Word Work</li> <li>• Wilson</li> <li>• Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Extended day</li> <li>• Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school</li> <li>• Before school</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Inquiry based problem solving</li> <li>• Repeated Math Facts practice</li> <li>• Analyzing approach to computation</li> <li>• Determining efficient use of operations</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Extended day</li> <li>• Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school</li> <li>• Before school</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>• Word Work</li> <li>• Close Reading</li> <li>• Research/Inquiry Support</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Extended day</li> <li>• Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school</li> <li>• Before school</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> </ul>

	<ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Word Work</li> <li>• Research/Inquiry Support</li> <li>• Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one</li> <li>• Extended day</li> <li>• Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• Before school</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Class workshops/presentations</li> <li>• Coordinates Community Service</li> <li>• Conflict Mediation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Whole Class</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school</li> <li>• Before school</li> </ul>

### 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.

- Targeted professional development based on soft/hard data, teacher observations and teacher input
- Teachers will lead and drive professional development through study groups once a week
- Teachers will attend professional development opportunities offered by the school's network
- Teachers will visit other schools
- Teachers will participate in conferences hosted by our school- inviting other schools to discuss current issues in school reform
- Teachers will be given planning time to co-create CCSS aligned units of study and Performance Assessment Tasks

**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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>Allison Sheehan</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>126</b>
School Name <b>Jacob Riis Community</b>			

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

Principal <b>Jacqui Getz</b>	Assistant Principal <b>Carlos Romero, Robin Berg</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Sunyong Ahn, Jennifer Trujillo</b>	Guidance Counselor <b>Kevin Colon, Lien Truong</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rebecca Johnson</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### 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	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>786</b>	Total Number of ELLs	<b>156</b>	ELLs as share of total student population (%)	<b>19.85%</b>
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## Part II: ELL Identification Process

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

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

1. The Jacob Riis Community school has recently been audited on this exact process as well as the parent communication process. When new students come into the school to register, an appropriate office staff accommodates the parent and notifies one of the ESL pedagogues. All the office and support staff speak English and Spanish or English and Chinese. All the support staff in the office help with registration for new admits and pre-kindergarten students.

Depending on the language of the parent, a bilingual office staff member that can accommodate the parents the most completes the registration process along with an ESL teacher. The formal initial assessment includes the administration of the Home Language Identification Survey (HLIS) by an ESL pedagogue, Jennifer Trujillo or Abbey Ahn, after the informal oral interview in English and in the native language (with interpretation and/or translation services from a bilingual office staff). The HLIS will be filled in as “NO (not eligible)” if the languages spoken at home are English. An ESL pedagogue, Jennifer Trujillo or Abbey Ahn will then sign the HLIS and a copy of the form will be kept in the ESL department’s records. If student is eligible to take the LAB-R, Jennifer Trujillo or Abbey Ahn, who are both certified in ESL, will be responsible in administering and scoring the test. All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores must be administered the Spanish LAB only once at the time of initial enrollment. At P.S. 126/MAT, the ESL department strives to ensure that LAB-R eligible students be tested within the first ten days of initial enrollment. Depending on the results of this test, the ESL teacher will then determine if the child is an ELL. If the child places at a Y (Beginner), X (Intermediate), or A (Advance), the parents will be invited to a Parent Orientation meeting. The Parent Orientation often occurs when there is an influx of new-admits—September and January. Depending on the new-admits' arrival date, a parent orientation will be available as needed. If necessary, the parents will be given a one-on-one orientation by an ESL pedagogue, Jennifer Trujillo or Abbey Ahn. For students who pass the LAB-R with a score of N (not-entitled), the “Program Placement” section of the HLIS will be completed by an ESL pedagogue, scanned for ESL records, and returned to the child’s cumulative folder.

The NYSESLAT exam is a crucial part of ESL assessments. Every year, about six months before the administration of the exam, the correct number of ELLs who are eligible for the exam are estimated and the exams are ordered. Once the exam is ordered, scheduling and programming is created to ensure a testing environment for the school. Proctors are requested, spacing is reserved, and letters informing the parents of the NYSESLAT are handed out. The administration works hand in hand with the ESL department to ensure the school is ready for the arrival of the exams. When the speaking part of the NYSESLAT arrives, the ESL pedagogues, Jennifer Trujillo and Abbey Ahn, will take the list of students to be tested and administer the exams one-on-one for each ELL. Before the rest of the exams (Listening, Writing and Reading) arrive, several certified English Language Arts teachers will be asked to proctor the exam. Last year, some of the pedagogues were Barry Greenberg, Karen Fournier, Laura Ingram, Sari Marder, Beth Pollak and Illisa Napach. Those teachers who will be proctoring the remaining sections of the exam, will be given a training session. When the rest of the exams show up, they are separated and organized, put into envelopes with the correct number of exams. On the cover there will be an attendance list. The test materials are always locked and secured. The proctors do not see the exams until the day of the test. Once the tests are done, they are scored and returned to the testing center. All of the rest of the materials are sent back in a return box. Each year, the results of this test determine the placement of students into the appropriate ESL program for the year.

2. In the fall of each year, and on an “as-needed” basis for new arrivals throughout the year, a Parent Orientation is provided in order to convey the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. This is done within the 30 day timeline for new ELLs. At the orientation, the ESL pedagogues, Jennifer Trujillo and Abbey Ahn will explain (with the support of the appropriate translators) the enrollment procedure outlined (question 1) above to the parents of new ELLs. The ESL pedagogues will then show a video introducing them to the variety of programs available to language learners within the NYC Public Schools. After the presentation and questions, the parents are provided with the Parent Survey and a Program Selection Sheet in English and in their native language. Bilingual office staffs are available during the whole process to provide appropriate translation and interpretation services to parents. The parent can fill out the required forms at the meeting, or take some time to peruse the materials in order to make the most informed parental choice. In response to the preferences that we have seen evidenced in the parental choice forms, P.S. 126/MAT is currently offering language services via the ESL program model. For parents who could not make it to either the morning or the evening session for the orientation, follow-up letters and phone calls are made in effort to inform them about parent choice in selecting a language program for their child. If the parents remain difficult to inform, we attempt to make contact during parent teacher conferences. For newly admitted ELLs who entered the school in the middle of the year, parents can make an appointment to meet with an ESL pedagogue, Jennifer Trujillo or Abbey Ahn (and an appropriate translator/intrepretor) to discuss the three program selections after the completion of the enrollment process. At this individual Parent Orientation, parents will view the Parent Orientation video and receive a Parent Survey and Program Selection Sheet in their native language, and make an informed decision.

Other forms of letters are sent out to parents during the parent orientation period as well. If students have passed the NYSESLAT they are given the Non-Entitlement letter. If the student did not pass the NYSESLAT, they they are given the Continuation letter, and if the child is a new ELL, they are given an Entitlement letter. Before distributing each Entitlement, Non-Entitlement or Continuation letter to parents, the ESL department will scan the letter and a copy is kept for their records. As for the returned Parent Survey and Program Selection Sheet, the ESL pedagogues, Jennifer Trujillo and Abbey Ahn, maintain and update a spreadsheet of students in order to keep track of who has or has not returned the survey and what choice each parent made. The surveys are placed in the students' cumulative folders. As a back-up storage, each survey is also scanned into the computer and categorized accordingly.

3. The Parent Survey and Program Selection is a crucial part of the ESL coordinators' duty at PS126. In the beginning of the year there are several Parent Orientations after the ELLs have been identified. Letters are sent out to parents in their first language and posters are put up so parents can read them as the days for the Parent Orientation approaches. A session in the morning is set up at 8:30, so that parents can be gathered when they drop off their child. This has been successful in getting the majority of the parents to attend the parent orientation to fill out the parent survey. During the orientation, an ESL pedagogue, Jennifer Trujillo or Abbey Ahn (with translation/interpretation services provided by a bilingual office staff) will provide a detailed description of the program selection process to parents. Parents are also introduced to the parent coordinator, Rebecca Johnson, and the administration. The parent surveys are handed out and the ESL pedagogues, Jennifer Trujillo and Abbey Ahn and several bilingual office staffs are available to aid parents in the completion of the form. The surveys are collected at the end of the orientation. If a parent should be absent for the orientation and does not complete the survey, they are contacted by the ESL pedagogue (with interpretation assistance from a bilingual staff) to set up an appointment for them to come to for a one-to-one session on the three programs available for their child, so that we may obtain the survey. This is also the case for newly admitted students who miss the scheduled orientation that is only held when there is a high influx of students. During parent orientation or meetings, translation and interpretation services are readily available via one of our experienced and bilingual office staff members.

If still the parents do not return the survey and the program selection, they are then given the orientation during Parent Teacher Conferences. For the 2010-2011 school year, we had a 95% success rate at returned parent surveys. At P.S. 126/MAT, the trend in program choices that parents have requested has been English as a Second Language. However, in order to honor other choices that parents have chosen, such as Transitional Bilingual Education or Dual Language, an ESL pedagogue, Jennifer Trujillo or Abbey Ahn (with appropriate interpretation/translation assistance from a bilingual office aid) will provide parents with accurate information on the benefits of all three of the language programs. After adequately informing parent about the three language program models, the decision is left up to the parents as to which program is right for their child.

4. When a student registers, they are initially screened by an ESL pedagogue. If the student is transferring from within the New York City Public School system, the teacher will check the student's record to verify whether or not they have taken the NYSESLAT the

prior year. If the record indicates that the new student requires ESL services, the administration works with the ESL pedagogue to place the student in the appropriate class. The parent is sent a Continuation Letter notifying the parent of Continued Entitlement. If the student is a newcomer to New York City, the ESL pedagogue and a translator, if needed, will assist the parent in completing the Home Language Survey (HLIS). HLIS forms are available in 13 languages other than English. If the Home Language is determined to be other than English in the HLIS, the student is administered the Lab-R to determine ESL eligibility. If the student requires ESL services as per this hand-scored exam, the student's parent is sent a letter of Entitlement and invited to a Parent Orientation Meeting, coordinated by the ESL pedagogues and translators. The ESL teacher will place the child in the appropriate level class and notify the parent of the placement via a Placement Letter.

ESL eligibility is determined by the LAB-R score for the new entrants. The ESL teacher hand-scores the answer document to determine whether the student requires ESL services, and the level of language proficiency that the child has acquired according the scoring scale. All LAB-R tests for new entrants are sent to the assessment office at specified dates to be officially scored.

P.S. 126/MAT offers a combination of pull-out and push-in and extended day services.

5. The trend in program choices that parents have requested has been English as a Second Language. Most parents indicate that they would like for their child's instruction to be solely in English and then be taught the second language at home or at an independent language program either after school or over the weekend. The parents have expressed that their child has had success with learning how and when to use their first language and their acquired second language. P.S. 126/MAT rarely encounters parents who request bilingual education. However, when this occurs, parents are given accurate information on the benefits of all three of the language programs. After adequately informing the parent about the three language program models, the decision is left up to the parents as to which program would best fulfill their goals for the child. Most parents of students who participate in the ESL program at P.S. 126/MAT are satisfied with the language acquisition and progress of their child.

At the beginning of each semester, a Parent Orientation is provided in order to convey the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. At the orientation, the two ESL pedagogues, Jennifer Trujillo and Abbey Ahn, explain (with the support of the appropriate translators) the enrollment procedure outlined above to the parents of the new ELLs. A video introducing them to the variety of programs available to language learners within the NYC Public Schools is shown and any questions that may arise are answered.

According to the Program Selection Survey conducted in 2009, 45% of the parents chose ESL as their first choice, 29% chose Bilingual Education and 26% chose Transitional Bilingual Education. Each year, with the support of the appropriate translators, the ESL pedagogues clearly direct parents on how to fill out the appropriate forms.

As each years progress, we strive to educate parents of the various language program options. In 2010, English as a Second Language continued to be the top choice. 43% parents chose ESL as the first choice, 29% chose Transitional Bilingual Education and 28% chose Bilingual Education.

This current school year marked a change in parent selection. In 2011, 85% of parents of newly entitled ELLs chose ESL as their first choice, while 15% chose a bilingual program as their first choice, and 0% of parents chose the Dual Language program as their first choice. In response to the preferences that are evidenced in the parent choice forms, P.S. 126/MAT is currently offering language services via the ESL program model.

6. On the occasion that a parent requests a program that is not available at PS126, we support the family in finding placement for their child at a school with the desired program choice. In addition, we alert parents to the potential of a default program choice if a selection is not made. As mentioned previously, the potential of a new program choice is presented to the parents as well. However, if not enough families have opted for a different program at this school, the student is supported through the process of transferring to another school that does provide the service the parents have requested and chosen.

It should be noted that when the parents are provided with the option of moving to another school, parents often opt to keep their child at PS126 in the ESL program. The parents are always told that if a number of parents select a different program than the school offers, the school will re-evaluate the program offerings versus the program selection when the occasion arrises. Currently, our ESL program

aligns with the parents' requests.

## 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0					0
<b>Push-In</b>	0	7	0	0	6	6	5	6	3					33
<b>Total</b>	0	7	0	0	6	6	5	6	3	0	0	0	0	33

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	134	Special Education	17
SIFE	1	ELLs receiving service 4-6 years	20	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. [?](#)

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	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	134			20			2			156
Total	134	0	0	20	0	0	2	0	0	156

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

### C. Home Language Breakdown and ELL Programs

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

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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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		1	1	2		2	3		1					10
Chinese	33	29	23	13	17	10	6	7	4					142
Russian														0
Bengali		1			2									3
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>33</b>	<b>31</b>	<b>24</b>	<b>15</b>	<b>19</b>	<b>12</b>	<b>9</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>156</b>

## 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. (a) The Jacob Riis Community School has both Push-In and Pull-Out models.

(b) All Pull-Out classes are ungraded homogeneous groups. There are two ESL teachers who service the entire ELL population, so the ungraded homogeneous groups allow the ESL teachers to work with maximum number of students at once. This works particularly well with the newcomers and beginners groups. There are also Pull-Out classes for Intermediate and Advanced level ELLs for the lower grades. For Push-In classes, the ESL teachers work with all the ELLs in that particular classroom, and thus heterogeneous in nature.

2. (a) Our ESL classes have appropriately labeled native language books for support. We also encourage the newcomers to write in their native language. We ask for help from Chinese speaking teachers to appropriately assess their native language levels. One of the ESL teachers speaks Spanish, so she uses it to communicate and assess level if necessary.

One of the two ESL teachers works with grades 1-3 and the other works with grades 4-8. All Beginner students in the lower grades are serviced fully mandated 360 minutes in a pull-out setting. The Intermediate students in the lower grades are serviced in both pull-out and push-in settings and 40% of them meet 270 minutes, 28% meet 180 minutes, 22% meet 90 minutes, and the remaining 10% meet 45 minutes. For lower grade Advanced students, 24% of the ELLs meet fully mandated 180 minutes and 44% meet 100 minutes. For the upper grades, 100% of Beginners and 100% of Intermediate ELLs meet 225 minutes in both Pull-Out and Push-In settings. 65% of the Advanced ELLs meet 90 minutes per week in a Push-In setting and the remaining 35% meet 45 minutes also in a Push-In setting. Both ESL teachers have 28 teaching periods per week plus use their 37 and a 1/2 to teach as opposed to tutoring, in order to service as many ELLs as possible.

3. In Pull-Out classes, the ESL teachers scaffold the content area by using a lot of visuals, acting out a word (Total Physical Response), and even direct translation from students. The ESL teachers activate prior knowledge by either showing maps or charts they have created together, looking at photos, or talking about the students' experience. Classes are obviously taught in English and heavily rely on Balanced Literacy elements to encourage language development. Shared Reading, Interactive Writing and Independent Reading and Writing is part of a regular schedule. A weekly Word Study that involves a lot of pictures, Phonics awareness games, and Listening Center for intonation and fluency are part of ESL class as well. ESL teachers also use the workshop model and conduct individual conference with students during their reading and writing. There is explicit grammar instruction during Shared Reading and Interactive Writing.

4. We do not have a formalized structure as of yet, but we do look at the Spanish LAB-R score if available, which can be very useful. We also rely on information gathered from informal interviews.

## A. Programming and Scheduling Information

5. (a) In order to accommodate SIFE students, the ESL teachers, mainstream teachers, and parents cooperate to create a safe learning environment. We first introduce SIFE students to school structure, how one behaves in a school-setting, who the important people are, important locations within the school building, and the routines. Once the student is familiar, the student learns English along with the other ELLs in both Pull-Out and Push-In settings where his native language texts are available. Teachers provide extra tutoring as necessary.

(b) The newcomers are put into an ungraded homogeneous group where they interact with their peers who speak their native language as to lower their anxiety. They are introduced to topics specifically geared for them such as School Life, Me and My Family, and My Community so they acquire basic English skills necessary to function in a new country. Then we slowly introduce more rigorous academic curriculum. The ELLs who have been here for more than a year and are qualified to take the ELA under the NCLB, already are on their way to acquiring academic English. With these students, we give explicit grammar instructions as well as increasing their vocabulary, acquiring comprehension skills, and increasing volume of their reading in order to prepare them for the tests.

(c) The majority of the students who have received ESL service for 4-6 years are students with either an IEP or receive a related service such as speech, hearing, or physical therapy. Because these students are acquiring a second language in addition to working around their disabilities, they often take longer to acquire English. They are however supported through our curriculum by the mainstream teachers as well as many related services provides as well as ESL teachers.

(d) Progress of long term ELLs is carefully reviewed and monitored to ensure that language acquisition issues are dealt with appropriately. If a learning difficulty exists, the student is referred for evaluation and support to our Special Education team. For the long term ELLs, we are persistent and adaptive in employing a wide variety of ESL methodologies. Sometimes case studies are conducted to accurately take a second look at the obstacles and cooperate with mainstream teachers to figure out appropriate steps for improvement.

6. The ESL teachers appeal to the Universal Desire for Learning for ELL-SWDs and bring in many visuals and pictures that trigger schema, use tactile material (i.e. barn and animal figurines and fences for them to feel and hold in their hands while reading about farms and animals) and laptops that the ELL-SWDs can use for online research, etc. Also, both the classroom and the ESL teacher use a microphone and a mini-speaker during instruction for a hearing-impaired ELL to help with his hearing as per the IEP. We also utilize peer partnerships so they have a chance to collaborate with their peers. Often these partnerships lower their affective filter, and prove productive. We also use online dictionaries to play the words out loud so the students can hear in their native language.

7. Our school offers Collaborative Team Teaching classes in every grade where ELL-SWDs are integrated with the non-disabled peers. These students are annually evaluated by a team of experts consisting of mainstream teachers, parents, ESL teachers, other related services providers, and school counselors where we discuss their progress and the future steps. We definitely pay attention and strictly follow the IEPs and some of these ELL-SWDs are Pulled-Out with non-disabled ELLs to learn together. The ELL-SWDs are all invited to the Title III programs just like their non-disabled peers.

### 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:

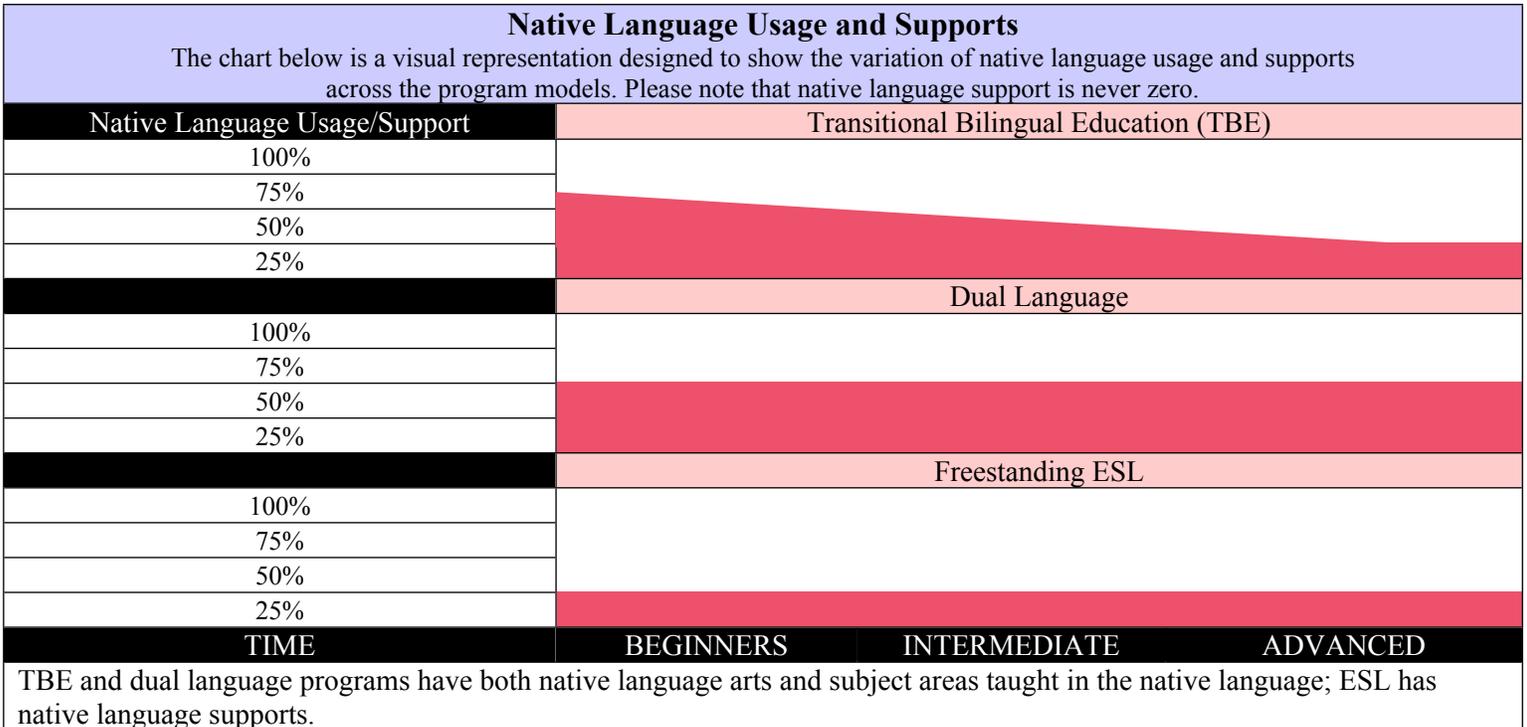
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL 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. To ensure that students are able to transition well into the mainstream classrooms, the formats and routines are consistent from the mainstream to ESL pull-out. The advanced level students in middle school receive all their mandated minutes of various content areas including ELA, Math, Social Studies and Science instruction. The ESL teacher helps support the various content area curriculums while utilizing ESL strategies through small group instruction in pull-out or through push-in services. For each student's transitioning needs, the ESL teacher works very closely with the mainstream teachers to keep up with the schedule and daily classroom activities that students are responsible for. The ESL students gain confidence in the formats and routines that occur in the mainstream classroom. The continuity helps support ELLs in reaching the Common Core standards for various content areas for their grade level. In comparison to beginner or intermediate ESL classes, the advanced group has more independent time to practice the skills and strategies taught both in their mainstream classrooms and in their ESL classes. The flow between the two classroom environments helps the students bridge from the highly scaffolded ESL environment back to the larger mainstream class environment- interacting with other students and utilizing the academic language acquired during ESL pull-out.

The ESL teachers meet with mainstream teachers after or before school or during lunch hours to discuss the progress of all students.

During push-in time the ESL Pedagogue meets with the mainstream teachers to address the needs of the ELLs either in small reading groups or in one-on-one conferences. The ELLs are given the opportunity to enhance their acquisition of verbal academic language as they practice interacting using vocabulary or language structures that pertain to that day's lesson. When students return to the mainstream classroom, they will be able to use the newly acquired language. Once a student has become proficient, s/he will be able to sustain participation in the mainstream classroom because of the exposure to grade level academic language that has been learned through their time in the ESL pull-out and push-in program. Through the push-in model ESL pedagogues provide one-on-one support for ELL students the content areas. Students are also encouraged to actively seek out the support of ESL teachers when they experience difficulties in content areas due to their level of English proficiency.

Targeted interventions for math include one-on-one support during Math instructional periods for ELL students. In addition, ESL pedagogues meet with mainstream math content teachers before or after, and during lunch hours to discuss not only the progress of all students, but also any upcoming lessons from which ESL pedagogues can provide the necessary vocabulary in order to scaffold instruction for ELLs.

9. Students who need continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT are incorporated into the push-in setting in various classrooms. Communication between the teacher and the ELL pedagogue is important and continues even after the student passes the NYSESLAT. They are also invited to the Title III program. The ELL "Alumni" are very proud to be part of the ESL community and they join reading and writing groups for push-in to support those who are nearing proficiency. This participation in turn gives them confidence that helps support the students become successful at reaching mainstream standards.

Former ELLs who have passed the NYSESLAT are given the option of receiving testing accommodations for up to two years after they have tested out of ESL.

10. A new program or improvement that has been considered for the upcoming school year was the inclusion of writing into the ESL pull-out program. Instead of just having reading groups, the ESL pull-out also incorporates Table Writing Shares. This is another format of Genre Practice and is also consistently practiced in the mainstream classrooms. The rationale for including Table Shares into the ESL curriculum is to further familiarize ELL students with the formats that are consistently used in their mainstream setting so that they can hone their ability to interact with and participate with their non ELL peers under these frameworks. Insofar as the Title III programs, Chess and Literacy is something new that we have proposed with the supplemental funds. Another new program will be the incorporation of new software programs into the pull-out and push-in settings. Kidspiration, a software program for K-5, provides idea mapping resources for students in a variety of subject areas and topics. Inspiration is the version for 6-8th grades, that will aid middle school ELLs of all levels to learn how to more coherently organize ideas in various content areas, and will particularly aid students in the writing process.

11. There will be no programs that are discontinued.

12. ELLs are afforded equal access to all school programs. They are invited to all school programs and invitations are available in their home language. In the school building we have YMCA, ISS, and various afterschool sports. There are also 3 Title III afterschool programs that are continuing this school year. The language of instruction for these programs are in English, however, first language is often used among the students to scaffold for ELLs. For the lower grades, we offer Chess Club where the students learn the strategies behind playing Chess from a professional chess master. Also, the 4th and 5th graders are involved in the Bad Bunnies Club, where students learn to compose music and lyrics, and then perform them with their peers in an onstage performance. The middle school students are invited to join in the Advanced Explorer's Program where they learn to plan field trips and to explore the world outside of school. Additionally, the ESL teacher checks in regularly with the classroom teachers regarding academic progress of those students. Through these programs ELLs are encouraged to interact with their peers while engaged in non-academic enrichment activities. Students will practice their listening, reading and speaking abilities as well as learning the social conventions that are appropriate in these settings.

13. The ESL classrooms are equipped with approximately 100-150 books in both Chinese and Spanish, the two primary second language groups represented in the school population. Each of these rooms also holds a collection of bilingual dictionaries in Spanish/English and Chinese/English, as well as multiple editions of picture dictionaries.

A new school library is scheduled to open this school year. The PTA has been striving to get the library filled with state of the art technology and books. This year, there has been a drive to get students "high interest," lower level books. The "high interest" lower level books that are now on order will better serve the needs of these children. As the ELL gradually progresses in reading levels, the teacher can find books at higher levels. They are also encouraged to browse the ESL classroom's library. Every classroom in the school is also filled with a variety of magazines—Scholastic, Time For Kids, Spider, Ladybug, National Geographic, Game, Highlights, Cat Fancy, Dog Fancy, American Girl, Ask, Click, Ranger Rick etc. ESL resources are always available to teachers who serve the ELL population. Teachers may borrow anything they might need from cameras, projectors, computers, paper, supplies, to books.

This year, we have made a transition from tapes to CDs for the listening center, and we are compiling a list of books on mp3s. There are "Leapfrog" pads which enable ELLs to selectively listen to audio while reading. In addition, there are teacher-made books on tape available for the ELLs. The primary materials P.S. 126/MAT used to teach in the K-5 program includes big books, poems, chants, non-fiction and fiction. There is a growing collection of student writing pieces that have been collected, and a wide selection of texts collected by kids from magazines, newspapers, and from online sources. These texts can later be used for guided reading. You will also find word walls, alphabet charts, writing tablets, visual aids such as pictures and word family charts, and songs on tape or CD- in the ESL classrooms. Our libraries are filled with multicultural books focusing on social issues that revolve around minorities. There is an effort to bring awareness to ELA teachers by introducing different Asian-American and Spanish-American writers into the ELA curriculum. The book orders for this year were heavily based on student interests and requests. Many graphic novels were ordered as well as non-fiction texts. These texts demonstrated the incredible variety of student interest. Each ESL room has a leveled library available as well as a rich collection of books that have been organized by theme. There are book club books for students who may want to read with partners or within small groups. Children may choose to read movie reviews selected from newspapers, magazines, or the internet. There are books in the P.S. 126/MAT ESL classroom pertaining to history and science, as well as books teaching P.S. 126/MAT concepts to support students in their content area studies.

For visual support, power-point slides are shown with pictures and animation for lessons and for extended day. Many articles of interest

are scanned and viewed instantly on the projector. Videos and pictures can be searched via web and viewed by ELLs for a clear understanding of topic and theme. There is also a large movement toward emphasizing the share in classrooms and document cameras have been placed in over 80% of classrooms.

14. At P.S. 126/MAT we strive to celebrate the native languages and cultures of our student population. Students and families are invited to the annual Dragon Dance performed at the school for the Lunar New Year celebration. ELLs and their families are afforded equal access to all school programs and are invited to all school wide functions. All official school notices are sent home in languages other than English and all students are given the option to participate without bias. It has been noted that when workshops are offered to parents, it is primarily the families of Chinese students (ELL and mainstream) who attend and participate. Translation monies have been used to pay in-school bilingual teachers per-session for their translation services for Open House twice a year for the elementary and the middle school. The level of participation of ELL families is consistent in that they attend workshops, are present for parent/teacher conferences, and are present to drop off and pick up their children at school.

There are three certified ESL teachers at P.S. 126/MAT, two of whom teach for the ESL program, and one of whom teaches a mainstream 2nd grade class. The Assistant Principal, one guidance counselor, one ESL teacher, one teacher in the lower school, two teachers in the middle school, two members of office personnel, and three lower school para-professionals, are bilingual in Spanish and English. The guidance counselor and office staff speak the Fujianese dialect, which is the dialect of the majority of our ESL student population, although the Fujianese speaking students and their families can speak and understand Cantonese as well, which is also spoken by many other staff members. There are three bilingual Chinese and English speakers in the office. A copy of each ESL teacher's licensure and certification is on file in the office.

15. Yes, all required services support, and resources correspond to ELLs' ages and grade level. Most ESL activities and studied topics are chosen by the students and they choose activities and topics that are appropriate for their grade and age, with teacher guidance. Teachers provide students instruction in the process of choosing an appropriate text, and students make their own decisions about which books to read during independent reading time. In this way, services and resources correspond to ELLs' ages and grade level.

16. Currently we do not have activities that support newly enrolled ELL students before the beginning of the school year.

17. Spanish is a language elective that is offered to ELLs.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

1. The ESL teachers attend various workshops and professional development meetings throughout the year in order to remain abreast of the latest in ESL pedagogy. We are in the process of determining which workshops to attend for this year. The ESL teachers also have a common planning time to work closely together in order to share ideas, materials, as well as study research and texts in Second Language Acquisition.

2. In order to assist staff so they can help ELLs who are transitioning, the mainstream teachers and ESL teachers meet to discuss different ELLs who will be going into the sixth grade to provide observation notes, student work, report cards, and conference notes to discuss various aspects of the ELLs. The ESL teachers also work closely with the mainstream teachers for Push-In classes so if there are any questions, they can easily cooperate and share ESL strategies. ESL teachers sometimes co-teach with the mainstream class teacher, so the teachers can benefit from each other's teaching strategies.

3. Most staff at this school have already been trained by a previous ESL teacher on various ESL methodologies and thus are well on their way to fulfilling the 7.5 hours requirement.

## E. Parental Involvement

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

1. Parent involvement at P.S. 126/MAT ranges from chaperoning dances to fundraising activities including pancake dinners and gardening days, as well as the traditional regularly scheduled PTA meetings.

Parents are encouraged to attend after-school functions and activities as chaperones and participants, to become more involved in the community of PS 126/MAT. For the parents of our ELLs, information is sent home in the students' home language, and translators are readily available at after-school functions. "Sit in Your Child's Seat" Day is a day in September for parents of students in all grades to spend the morning learning about what their child will be learning in school that year, to meet the teachers, guidance counselors, administration, and parent coordinator at the school. Translators are utilized during the meetings with parents on this day for each grade, as needed.

The bilingual staff has assembled accurate translations of important materials and is available to interpret to ensure that all parents are provided with appropriate and timely information in their native language. If additional language support services are required, Language Translation Unit services are available. Parents of newly registered children need to fill out a variety of forms including a Home Language Identification Survey and a Student Ethnic Identification form from the parent/guardian of a newly registered child. All information is then entered into ATS for future reference. At the time of registration, school administration obtains emergency contact information, which is retained in the office accessible to instructional and administrative staff. The school has examined its need for translation of important verbal and written information, and staff members practice language appropriate for communication with student families. At this point, all written notices and communications to parents are available in English, Chinese, and Spanish. The Language Translation Unit can provide translations in other languages as well.

During parent/teacher conferences, one-on-one meetings, and annual reviews for IEPs, bilingual staff members are available to interpret in three languages for parents. For language support during parent teacher conferences, parents sign up for a time slot, and then the teacher schedules the appropriate translator to facilitate the conference. If the parent should be late for the conference, there are secondary translators who are parent volunteers available to assist. On occasions when more interpreters are deemed necessary, the school contracts the service of a translation service to assist. All school signs and forms are available by request in the required language. Translation requests are completed within two days of the request.

Additionally, parents are informed that DOE policies and Chancellors' Regulations can be accessed in their native language on the DOE website.

2. The school partners with both YMCA and ISS. These are two Community Based Organizations that provide after school programs to students, as well as periodic workshops for parents and students. Students benefit from the extra help in English instruction, homework help, and acquisition of social skills. Parents are also invited to participate in workshops throughout the year to connect with their students and learn about various topics from these CBOs. Many of our ELLs and the parents of ELLs participate in these two programs, and benefit from the partnership with Community Based Organizations.

3. The majority of new ELL parents meet with ESL pedagogues during the parent orientation. During this time, parents are surveyed and interviewed to get a sense of their needs. This year, several parents were interested in after school English language programs for their students. These parents were directed to the after-school programs offered through Community Based Organizations, which include ISS and YMCA. They were also introduced to the parent coordinator. Parents also have been introduced to the office staff and the ESL pedagogues and they reach out to school support when they are in a time of need.

The Parent Coordinator at P.S. 126 serves as a liaison between the school and parents. Often parent's have questions, need information, confirmation, clarification, direction or a quick answer to their many inquires pertaining to their child's school. The parent coordinator is available to answer or direct parents to the right person for their inquiry. The parent coordinator is available at all times during the school day and updates a blog on our school website, with her contact information so that parents can feel free to contact her for any matters

concerning their children in their school environment. The parent coordinator also handles scheduling of lower school and middle school tours, and other school matters that require scheduling needs.

4. Many ELL parents inquire about how they can support their children at home in a way that will benefit them in their classrooms. In addition to the Community Based Organizations mentioned previously, the ESL classroom provides learning materials such as literacy games which ELLs can borrow to supplement the homework they receive from their mainstream classrooms to further support their learning at home. In addition, P.S. 126 offers recommendations of adult ESL programs in the community to parents who are in need of this service.

## 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)	18	13	4		4	1		3	1					44
Intermediate(I)	6	17	7	4	2	2								38
Advanced (A)	9	1	13	11	13	9	9	5	4					74
Total	33	31	24	15	19	12	9	8	5	0	0	0	0	156

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	18	9	2		3			1					
	I	6	12	5	1	2	2		1	1				
	A	9	8	13	6	4	9	8	5	1				
	P		2	4	8	10	1	1	1	3				
READING/ WRITING	B	18	13	3		4	1		3	1				
	I	6	15	7	4	2	2							
	A	9		13	11	13	9	6	5	4				
	P		3	1				3						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	7	7	0	18
4	2	7	4	0	13
5	0	7	4	0	11
6	4	3	1	0	8
7	2	3	0	0	5
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2		14		1		18
4	1		2		7		3		13
5	0		2		5		4		11
6	0		1		2		5		8
7	0		2		0		3		5
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		9		2		13
8									0
NYSAA Bilingual Spe Ed									0

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

1. P.S. 126/MAT uses Fountas and Pinnell as an assessment tool for our ELLs. Diagnostic assessments are given in September and October of each year, and the complete data is not available at this time for this school year. However, the data so far suggests that the ELLs reading levels are congruent with the NYSESLAT results from the previous year. The data provides insight into the appropriate level of book for each student's instructional, guided, and independent reading, as well as the fluency level, and comprehension and/or processing strategies students are confident using. This data is then used by ESL and content-area teachers to provide direction for whole-class instruction, groupings (homogenous and heterogenous) for small-group instruction, and individual reading conferences. Fountas and Pinnell is used periodically throughout the school year to track student progress in reading as well as evaluate the effectiveness of reading instruction for our ELLs. P.S. 126/MAT is very transparent with each student about their reading level and progress, which aids each student in becoming responsible for their own learning, and to become more metacognitive about their own reading process.

2. Spring 2011 NYSESLAT data states that 47% of the students scored at the Advanced level. 24% placed at the Intermediate level and 28% at the Beginner level. There is an influx of newcomers registering into Kindergarten, which explains the high number of beginning level of LAB-R scores. Significant gains in reading and writing were made by 36% of the ELL students, according to NYSESLAT data from 2010 and 2011, and 39% of ELLs made significant gains in listening and speaking. According to the data from the NYSESLAT from 2009, 2010, and 2011, 42% of ELLs have made significant gains in Reading and Writing, and 52% of ELLs have made significant gains in the Listening and Speaking modalities.

3. According to NYSESLAT 2011 data, in the Reading and Writing modalities, 26% of ELLs scored at the Beginner level, 24% scored at the Intermediate level, 45% scored at the Advanced level, and 5% scored at the Proficient level. On the other hand, in the Listening and Speaking modalities, 21% scored at the Beginner level, 20% scored at the Intermediate level, 41% scored at the Advanced level, and 19% scored at the Proficient level.

ESL instruction needs to be driven by a greater focus on reading and writing for all ELLs. For the advanced level students, read aloud, dictation, and pair/group discussions that are accurate and relevant to the text being studied, need to be emphasized. The exchange and cooperative work, and particularly accountable talk between the ELLs and non-ELLs will promote learning. Writing is one modality that will be focused upon for our Advanced learners in particular, through writing portfolio conferences during push-in services. Groups will be formed according to achievement learning profiles, interests, language proficiency, and academic abilities depending on instructional purposes. The beginning level ELLs will be encouraged to use appropriate language structures while participating in pull-out lessons, classroom reading and writing shares. We hope to raise student confidence levels by pulling out groups from the mainstream rooms for guided reading, choral reading, and guided writing sessions. Interactive writing and shared reading will continue in ESL class as well, to promote reading and writing improvement for students in the lower percentile. The ESL department will continue to aggressively address the variety of literary works, forms, techniques, and content represented across the genres. Genres discussed may include memoir, poetry, comics, journalistic writing, nonfiction, interviews, polls, realistic fiction, biography, fantasy, graphic novels, and books and movie reviews. We will assist students in achieving the state designated level of English proficiency for their grade by formulating instruction to address student areas of need. According to the L. S. Vygotsky's Zone of Proximal Development theory, the next steps would be to engage the learners slightly above their level and challenging students with adult guidance or in collaboration with more capable peers. We believe in establishing the developmental and learning potential of every ELL, particularly those with learning disabilities who are still recommended for ESL services. Following this instructional plan, we can predict that ELLs' performance will increase to achieve their full potential.

The three language knowledge components that we will refer to in formulating our instruction are 1) the key vocabulary that represents the concepts of the target lesson, 2) the language functions needed to comprehend and participate in the lesson, and 3) language of learning used by the teacher. The two communicative competencies that will drive our instruction will be 1) the ability to apply functional language and 2) academic discourse that is appropriate to the content.

The students will need to know how to use the operation skills or procedural knowledge that is necessary for completing the assignments and participating in classroom activities. Mimicking authentic communication will be the focus of ESL instruction. Every day, the language will rely more on meaning and not on form, though form will be addressed as it arises. Speech will not be forced, but will be encouraged to emerge naturally and organically. We will strive to create task-based activities that will lower students' affective filter while building confidence in their ability to navigate the English language.

4. According to the NYS ELA data for Grades 3-8, 22% of the ELLs scored Level 1, 49% scored Level 2 and 29% scored Level 3. 0% of the student scored at a level 4. The data shows that most of the students are at the "Below Grade Level" mark on the ELAs. The ELA is not given in a native language. P.S. 126/MAT will be focusing more intensely on Reading and Writing, which should help improve the scores of our ELLs on the NYS ELA exam.

According to the NYS Math data for Grades 3-8, 80% of ELL students are meeting grade level. The translated version of the math test is given out to the students. Although they use it as a tool, most do not write in the test translated test booklet, except for the newcomers. The majority of the students use the English version to respond in.

The data for NYS Science for grade 4 also displays similar characteristics to the NYS Math data, where the majority of ELLs chose the English version of the test. 85% of 4th graders scored a level 3 or 4 in the test taken in English, and are therefore performing at grade level or above.

The ELL Periodic Assessments are not used at this time, but there will be an effort to begin the use of Periodic Assessments and to inform the school leadership and teachers of the results.

5. N/A

6. There are a variety of ways to measure success of an ESL program. Although the speed in which a child acquires a second language has

great value when it comes to quantitative data, it is also important that language learning becomes purposeful and joyful. There is success in a program when students are intrinsically motivated and enthusiastic about becoming bi-cultural. The loss of one's culture and identity is something the program at P.S. 126/MAT is very mindful of. The struggles of every ESL teacher is how to teach English—the language of world power and dominance. How can we help students see the value in retaining their own language and culture and use English to one day help support their community? Newcomers especially are difficult to persuade in their assimilation process. They are often angry and resentful; their inability to communicate frustrates the smartest and brightest child. The success is in the change of students over time--their appreciation of their past and their balance of who they have become. When students can use their second language to explain beauty, manipulate a perspective, and teach someone knowledge, the ESL program is successful.

Aside from portfolios, narratives, case studies, student reading and writing conferences as well as summative assessments, we also use data from NYSESLAT scores to quantify the growth at P.S. 126/MAT. The data have indicated that ELLs are indeed performing well. According to the NYSESLAT scores, almost 50% of the ELLs have scored in the Advanced level. Based on the data, we can conclude that ELLs have improved in their overall speaking, listening, reading and writing skills. The ESL pedagogues, Jennifer Trujillo and Abbey Ahn, also hold students accountable for their ESL grades. ELLs are required to submit their writing and evaluate their progress by writing reflection pieces in each quarter. By doing so, ESL teachers will be able to see the students' growth through their work and give them a grade accordingly. The program is successful at supporting the ELLs. The ELL "Alumni" are also very proud to be part of the ESL "crew" and they join us from time to time to support those who are nearing proficiency. They are part of a community in the school that is special and has become part of their identity.

The success of the ESL program is evaluated through qualitative and quantitative data. The formative data is a collection of percentages over the course of three school years. The NYSESLAT scores have increased in all four sections for the ELL population overall. The percentages were calculated based on the raw scores compared to the scores of students who have reached proficiency. There is also data that ELLs have been successful by looking at our peer schools and the comparison on the progress reports. P.S. 126/MAT has received extra credit for ELLs consecutively for the past three years.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 02M126      **School Name:** P.S. 126 Jacob Riis/MAT

**Cluster:** 1      **Network:** 102

**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**

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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 school's written translation and oral interpretation needs are determined through ATS, emergency cards as well as Home Language Identification Survey. During enrollment, one of the school's aides, along with a pedagogue, will assist and guide parents in completing all the necessary documents. Similarly, if a child is transferring from a different school, the office staff will look through the student's cumulative folder to ensure all documentations are present. In addition, most of our school's aides are bilingual speakers who can provide assistance in written translation and oral interpretation for non-English speaking parents.

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.

According to the Home Language Aggregate Report (RHLA) obtained through ATS, 4.6% of the parents speak Amoy (aka Fukienese), 12.1% speak Cantonese, 30.2% speak Mandarin and 4.2% speak Spanish. In other words, there are about 51% parents who speak a language other than English at home. Other than English, the two major languages spoken are Chinese and Spanish. The findings were shared with the school community through the School's Leadership Team meeting. All forms, notices and signage for parents are translated into the three main languages; English, Spanish and Chinese.

## Part B: Strategies and Activities

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

The school provides written translation through a combination of hiring an outside vendor recommended by Department of Education as well as in-house services by school staff. Depending on the quantity and the amount of time given, school staff are usually the ones to provide written translation services for necessary admission paperwork, notices and forms.

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.

Similar to written translation services, oral interpretation services are provided through outside vendor and in-house by school staff. In-house services by school staff are frequently used to assist with day to day procedures such as contacting parents and admission process. Larger events that require more assistance, such as parent orientation or parent teacher conferences, the school may use both outside vendor and in-house services.

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>.

Our school provides language services to non-English speaking parents in an appropriate and timely manner. The school has allocated a budget where we can provide language services from outside vendor if needed. With majority of the school staffs as bilingual speakers, we are able to provide timely information to parents through various methods. Additionally, all forms, notices and signage are presented to parents in English, Spanish and Chinese.

## 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: P.S. 126/MAT	DBN: 126
Cluster Leader: Douglas Knecht	Network Leader: Robert Cohen
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 124
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: 6
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Activity 1: MAT Life Exploration (Grades 6-8)

Program start date is November 16th, 2012 and the end date is June 21st, 2013. All ESL students in grades 6th-8th will be asked to participate in the program to be served. There are 19 students in grades 6-8. 2 Beginner ELLs, 4 Intermediate ELLs, and 13 Advanced ELLs. The proposed instructional activity is exposure to culture, social sciences, and the city around them through exploration and building their experiential knowledge so they can become more active participants in our school community and in society overall.

Students will meet every other Friday from 3:00-4:30pm. There will be an estimated 16 classes and a total of 7 field trips. The language of instruction will be English. Getting to explore our city's museums and cultures is important for students. We would review different types of art work one week, debate artist's motivations another week, and discuss the history and mission statement of the museum the third week. Each session would include reading, writing, and critical analysis in partnerships, small groups and whole class. Students will learn about NYC through books/books on tape, magazines, and conduct research with technology. Finally, we would attend the museum on the fourth week. The whole field trip will be led by students to increase their agency, responsibility, and independence. For example, the Japanese Mangas are what will motivate students to want to go to the Japanese society to find out about artists and their work and to learn about the cultural history. Kids' magazines such as Ask, Click, National Geographic, New York Times UpFront, Sports Illustrated, Kids Scholastic News, Science World all help students with reading and writing up proposals for their fieldtrips. We will use computers for mapping out the route on the subway, ascertaining costs of entry to various museums/activities, and responding to each field trip upon returning. Books and magazines will be used for research and data collection. The field trips will be to:

- Central Park Day: Wollman Rink: Ice-Skating: \$15 x 27 students: \$405
- The Tenement Museum: \$7x15students: \$105
- Central Business District: Discover Midtown and Sony Wonder Technology Lab: Free
- Wonders of Times Square: AMC Movie Theater: \$10 x 27 students: \$270
- Japanese Society: Free
- Metropolitan Museum of Art: Free
- Neighborhood exploration Days: Harlem Heritage, The Wall Street Experience, World

## Part B: Direct Instruction Supplemental Program Information

Trade Center, John Lennon Memorial, South Street Seaport, Little Italy, Belvedere Castle: Free

- Nature Day: Central Park Walking Trail: Free

There is a need for students, school-wide, to become more independent and autonomous. Without detailed directions given by the teacher, observations showed students' inability to be agents of their own learning. Another data source of rationale is the NYSESLAT scores and student need for building schema. Going on these various field trips will provide necessary prior knowledge for students when answering on the NYSESLAT (certain topics such as ice-skating and roller skating). Questions that pertain to genres, such as permission slips, require students to learn not only academics, but also assimilation into their second culture.

There are numerous benefits to this program. First, students will be exposed to a wide variety of culture. They will be able to talk, write, read and think about the world around them. There will be many shared learning opportunities as well as many opportunities to think on their own for themselves. Not only will this help students to build their confidence to speak in class, but they will also learn new ways of thinking and looking at the world that will help them throughout their lives as they mature into an adult. They will use these skills in interviews, presentations, and even on a daily basis in conversations with their peers—both academic language and social language will be promoted. The ELLs will use technology to share their pieces together and show processes of clarifying meaning for their intended audience. This will help them in the classroom by being able to run ideas by a small group of students. This can help them recognize that they have a voice and that their opinions matter. Too often in schools ELLs are pushed aside and behind for their reluctance to find their voice. Through covering a wide range of current social and cultural topics, we can better enable the students to take a more active role in their education. The skills they learn in this after school program will be a vital component to their growth as students and human beings.

The three main goals of this program are 1) exposure and exploration of this city 2) giving ELLs more confidence by sharpening their listening, speaking, reading and writing skills 3) integration of technology into learning. In order to attend the trips across the city, students will have to read a variety of mediums including but not limited to: newspapers, magazines, books, works of art, maps, reviews, websites, databases, excel worksheets, powerpoint presentations, picture collages with oral presentations and captions, documentaries of fieldtrips etc. All documents created and used will be scanned into the computer and projected for shared reading. And in return, they will gain more confidence because they will have a deeper understanding of the world and a stronger command over these genres.

This type of learning is an integral part of every class that the ELLs have. In school, students are constantly required to share their opinion and to show their thinking. This instructional activity encourages students to speak creatively and expressively, as well as fine tune their skills and practice their public speaking abilities and develop their understanding the world. They are also learning about their community and other communities that NYC has to offer. They are learning to use the subway, the city demographics, and how to navigate the urban world.

The MAT Life Exploration class is different from the core program in that it offers many opportunities to

## Part B: Direct Instruction Supplemental Program Information

analyze, debate, think and rethink their ideas in a safe environment where there will be less fear to speak and many older models to learn from because of the combination of grades.

The targeted population for this activity will be all ELLs in grades 6-8. Parents will also be invited as guest speakers to be experts on various locations in the city, attend trips as chaperones, and to a celebratory dinner at the end of the year at which a presentation of the students' explorations will be coordinated through use of technology.

After every field trip we will have discussions led by group leaders about how the field trip was organized, the group process, give feedback, and then make changes that need to be made. Each student will independently assess themselves as well as learn to set goals and have decision making power when it comes to their learning. The students will be assessed formally by their teachers over the course of the program. Their progress in the classrooms will be monitored through reading and writing conferences. These records will be organized for easy perusal, so that student support can be quickly changed and met. Each student will also be assessed by their peers on a regular basis. These assessments will be through shares, feedback, and classroom responses. Two certified ESL teachers will be servicing this group weekly, through conducting the meetings and chaperoning fieldtrips.

### Activity 2: Music Composition (Grades 3-5)

The target population for this music program is 40 3rd, 4th and 5th grade ELLs who have not scored at the proficient level on the written English portion of the NYSESLAT (according to data from 2012). Teacher observations of student in-class performance will also be taken into account when selecting children to participate in this program. The language of instruction will be English, though bi-literate students may scaffold for other ELL's using the native language. The group will meet for a total of 35 sessions throughout the year; sessions will commence October 11th, and run through June 21st, 2013. Meeting time will be Thursdays, from 3:00 to 4:30 p.m., and there will be 3-4 Performances throughout the year.

This music instructional program is intended to strengthen the children's capacity for communication in all modes; written, verbal and artistic. Working alongside two teachers, the children will be led in utilizing creative writing and lyrical strategies and techniques toward the aim of gaining tools for greater self-expression. All students participate in each aspect of the program. The group nature of the performance teaches students to depend on and support one another.

Students will choose concepts and ideas that they would like to create lyrics and sing about. The students discuss these ideas in small groups and write about them in personal journals. As a whole class, students' ideas are then charted, and lyrics are written based off of those ideas. Each session will be spent practicing the songs through games, daily routines, and repetition drills. Children will also choose dance moves to accompany the songs as well as write skits that precede the performance of the songs. In this way, students work in a group to produce writing as well as song, improving in all modalities of English in a fun and authentic way. There will be three performances throughout the school year, at which parents, students, and community-based organizations will have the opportunity to see and enjoy the hard work of the students.

## Part B: Direct Instruction Supplemental Program Information

Music Composition will aid students in language acquisition by using different learning modalities. The students will be learning lyrics to several songs that they write. This will offer the opportunity to practice the English language musically. Students will also dance and perform according to the lyrics, allowing children to experience language kinesthetically. They will also be reading the lyrics throughout practice, which allows them to experience the language visually at the same time.

Vocabulary acquisition will be supported through individual student song notebooks. Prior to the full class writing of lyrics, students will have the opportunity to write and express ideas concerning the concept, as well as share ideas in small, heterogeneous groups. This will allow the ELLs the opportunity to build background knowledge and to gain key vocabulary prior to practicing the songs. The repetitious nature of practicing songs and skits is extremely valuable to language acquisition.

In addition, the children are the opportunity to practice language in an authentic and social setting. Academic language is supported, as well as social language. Children constantly interact with one another through the writing of songs, playing of games, and daily share performances. The Music Composition program encourages and grows self-confidence among its participants. Performances throughout the year bolster student self-confidence through allowing parents, students, and teachers to celebrate the work of the group.

One certified 4th grade teacher and one certified ESL teacher will conduct this program weekly throughout the school year.

### Activity 3: Chess and Literacy

While analyzing a school-wide survey of student extra-curricular interests, we noticed that a number of our ELLs were highly interested in improving their chess skills and competing in competitive chess tournaments. We looked at the NYSESLAT and ELA assessment data for the ELLs who expressed an interest in chess and found that many of them had still not reached full proficiency on the NYSESLAT Reading and Writing subtests and most had yet to meet NYS standards in English Language Arts. Research shows that children are more likely to be successful readers and writers when the subject matter is of great personal interest and the students are intrinsically motivated to learn new information and acquire new skills (see Brown, H. D., 1994: Principles of Language Learning and Teaching and Krashen, S., 1981: Second Language Acquisition and Second Language Learning). We believe that for this particular group of ELLs, their high level of interest in chess and their intrinsic motivation to be successful chess players will enable them to participate in chess-themed literacy projects with the level of academic rigor that is required by NYS ESL and ELA Standards.

We propose an after-school, literacy-based chess program for a group of 78 ELLs in grades 2-7. The program will meet on Friday afternoons from 3:00- 5:00pm for a total of 20 sessions, beginning on October 5th, 2012. We will also be participating in three tournaments. All instruction will be provided in English by a chess master from the Chess in the Schools program along with a licensed ESL pedagogue. The students' native languages will be used as needed in order to scaffold instruction and

## Part B: Direct Instruction Supplemental Program Information

facilitate learning.

The ESL pedagogue will guide the students through a project-based inquiry into chess terminology, chess history, famous chess masters, and classic strategies, using web-based resources such as [www.chessguru.net](http://www.chessguru.net) and [www.chesskids.com](http://www.chesskids.com). Participating students will keep a journal to record a self-assessment of their own play after each game, will present a research report on a chess master whom they admire, and end the year with a Power-Point presentation which will display the knowledge that they've acquired and give each child a chance to express themselves and share their experiences before an audience of parents and peers. The ESL teacher will differentiate instruction to ensure that children at all grade levels and proficiency levels will be working at an appropriate level of academic rigor. We believe that the mixed-age and mixed-level nature of the group will enable the younger children to benefit from the support of older, more experienced peers, while the older students will benefit from the experience of serving as mentor-figures and tutors to their younger friends and teammates. We expect that this interaction across grade levels will result in improved communication skills and increased language proficiency for all students involved.

### Activity 4: Mini Explorers Grades 2-3

The start date is November 16, 2012 and the end date is June 21, 2013. All beginning, intermediate, and advanced ESL students in grades 2-3 will be asked to participate. There are 46 total ELLs in grades 2-3: 5 beginners, 26 intermediate, and 15 advanced. The proposed instructional activity is exposure to culture, social sciences, and the city around them through exploration and building their experiential knowledge so they can become more active participants in our school community and in society overall. There will be one certified ESL teacher and the language of instruction will be English.

After reviewing the NYSESLAT data and the Annual Measurable Achievement Objectives, it is clear that the students at PS 126 need to improve their writing and build their schema. Going on these various field trips will provide students the necessary background knowledge for when they take the NYSESLAT. Questions that pertain to prior knowledge, such as landmarks, ice skating, museums, and permission slips, require students to know not only academics, but also assimilation into their second culture.

An estimated 15-20 students will meet every Friday from 2:50-4:45. There will be an estimated 20 classes and approximately 10 field trips. The class will begin by looking through many famous landmarks' brochures, looking on the internet for other potential field trip locations, and brainstorming everyone's ideas about where they want to visit. The teacher will rewrite some of the brochures so the beginning students will be able to read about the places too. Students will improve their vocabulary through pictures first, and then reinforce that vocabulary by actually seeing what is in the picture. Students will strengthen their background knowledge further by then creating their own brochures of those same landmarks, museums, and experiences. Students will create questionnaires for their parents asking what famous landmarks they have seen in New York City. Students will present their findings. Parents will be encouraged to go on field trips and will have an opportunity to come up with suggestions for field trips. Parents will be asked to attend class when their children present their brochures and during the final presentation of the mock newscast, describing all the places they have visited.

## Part B: Direct Instruction Supplemental Program Information

The class will go on approximately 10 field trips. Some examples of places they will go are:

Central Park Wollman Ice Skating Rink

Sony Wonder Technology Lab

AMC Movie Theater

Japanese Society

Park Avenue Armory

The Police Museum

Max Brenner

Children's Museum of the Arts

After each field trip, students will create their own brochures, drawing pictures and maps, labeling their pictures, and writing informational pieces after gathering information from their experiences. They will use nonfiction text features such as headings and subheadings, helping the reader navigate through sections of the text; charts and graphs, helping the reader summarize and compare information; bold print, helping the reader by signaling the word is important; pictures and captions, helping the reader understand their drawn and real pictures. Many of these will be revised and published using a variety of digital tools. The Mini Explorers will present their brochures to the MAT Explorers, so the students will have practice speaking and presenting their work in front of others. Students will choose a few of the locations and brochures and turn those into mock newscasts, acting as news anchors reporting about great places to see. The mock newscasts will be filmed and edited and put on Vimeo.

### Rationale

1. Opportunity: Finding authentic and meaningful writing purposes can be difficult in the younger grades. Students will see that their brochures could be helpful to other students interested in visiting these places. These brochures will be used to recruit students for next year's program.
2. Engagement: The field trips and brochures will motivate the students to do their best writing and practice speaking in front of others. Seeing their brochures printed with their own illustrations and photographs will motivate them to do their best writing practice in school.
3. Demonstration: Watching other student's newscast productions, as well as their own, will demonstrate their command of English grammar conventions. Students will get a chance to hear themselves and then self-correct where needed.
4. Risk taking: Students will be in front of middle school students and teachers presenting their brochures and a newscast by the end of the year.
5. Response: The teacher, parents, and students will share personal connections, make predictions, and

## Part B: Direct Instruction Supplemental Program Information

ask questions about the places they will see.

6. Time: Students need large chunks of uninterrupted time to practice reading and writing. This after school program will give them that practice at their level in a smaller group once a week. They will also have the time to really develop and perfect a few pieces of nonfiction writing, so many times ELLs are rushed to finish, this will give them time to work on their brochures at their own pace.

7. Assessment: The teacher will meet with the students in individual conferences about their progress on their brochures throughout the year. The teacher will connect assessment and instruction in writing the brochures, identifying progress and problems.

### Activity 5: Math Enrichment

The Math Enrichment program will be offered to thirty-three 6th-8th grade ELLs and former ELLs. Each Friday from 3pm-5pm, two math certified teachers will provide extra help in math to our middle school students. Additionally, one ESL certified teacher will push-in to modify instruction and serve our ELLs. We have noticed a trend in our data from the Title III AMAO tool. There is a group of students who are not making significant progress on the NYSESLAT and who are scoring a 1 or a 2 on the Math exam. These students are often long-term or at risk for being long-term ELLs. The math enrichment program will offer a way for students to work on math and English skills through an after-school program. Word problems are notoriously difficult for our ELLs, as well as math-specific terminology. The teachers will provide support to our ELLs to allow them to make gains in both math and English acquisition. The program will begin on October 25th, 2012 and will end in June.

## 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:

Teachers College Reading and Writing Project 3rd-5th grade

Three teachers, including ESL teachers, Title III teachers and other teachers of our 3rd-5th grade ELLs, will attend a Teachers College workshop for helping ELLs rise to the Common Core State Standards. As a staff, we are concerned with how to help our ELLs achieve the same standards, in writing especially, as all of our students. According to the Title III AMAOs, our ELL students need support in achieving writing standards in order to become proficient in the NYSESLAT exam, the ELA state test, and make gains in learning English. The workshop will be offered on a Friday in January, and will be a day-long study on the ways to get ELLs to reach the standards of the Common Core. The focus will be on vocabulary-building techniques and language acquisition strategies that work at various stages in the language acquisition process. Additionally, the focus will be on non-fiction reading and writing which is difficult for our

### Part C: Professional Development

struggling readers and writers. Teachers will turn-key this information to their grade levels in order that all of our staff can more effectively instruct our ELLs.

#### Teachers College Reading and Writing Project K-2nd grade

Three teachers, including ESL teachers, Title III teachers and other teachers of our K-2nd grade ELLs, will attend a Teachers College workshop instructing ELLs in the writing workshop setting. As a staff, we are concerned with how to help our ELLs achieve the same standards, in writing especially, as all of our students. According to the Title III AMAOs, our ELL students need support in achieving writing standards in order to become proficient in the NYSESLAT exam, the ELA state test, and make gains in learning English. The workshop will be offered on a Tuesday in December, and will be a day-long study on the ways to get ELLs to make gains and reach proficiency in writing. The focus will be on writing workshop, as well as ways to integrate the use of technology into the classroom, specifically through photography. Additionally, the focus will be on using oral language as an entry point for our ELLs in the writing process. Teachers will turn-key this information to other staff working with this group of ELLs.

#### Sounds in Motion Study Group

Three teachers, including one Kindergarten, one First grade teacher, and one ESL teacher will conduct a study group around teaching phonics to English Language Learners using the curriculum tool "Sounds in Motion." The teachers will learn about and discuss ways to implement this unique phonemic awareness tool that utilizes body movements and develops the perception and production of speech sounds. The "Sounds in Motion" program includes a DVD and a booklet offering ideas for lesson plans and ways to teach phonemes effectively. The study group will meet from 3:40-4:40pm on Wednesdays from November 7th to December 5th, 2012. This study group is in reaction to an observation from our teachers that many of our ELLs in Kindergarten and 1st Grade lack basic phonemic awareness. These teachers will be studying this curriculum tool to enhance instruction in phonemic awareness in the ESL classroom and within the general education classrooms.

### 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:

Activity 1. MAT Explorers. Clearly, parent involvement is key to student motivation and progress in learning English. We intend to incorporate parents into our Explorers program to allow parents more access points to the school culture and the lives of their students at school. The parents will be invited to attend our planning sessions (two to three times per month from November to June; 3:00-4:30pm) for our fieldtrips to be experts on various locations in the city. They will give students advice on planning trips and will work in collaboration with students to plan for our fieldtrips. Additionally, parents will be invited to attend fieldtrips with students and teachers as chaperones. The ESL teachers will be working with parents and students during these planning sessions. Parents will be notified of these activities via

**Part D: Parental Engagement Activities**

the Title III letters sent home, as well as through invitations throughout the year. As students decide which trips to plan for, we will send home letters to parents to invite them to be experts at our planning sessions and chaperones on our fieldtrips. Also, parents will be invited to the end-of-the-year celebration in June where students will present PowerPoint presentations on the various trips we conducted throughout the year.

Activity 4. Mini-Explorers. The parents will be informed of the program by translated letter. Interested parents will accompany us to various fieldtrips. The students will interview their parents at home in their first language (or English) to find out about interesting places in the city to visit. Parents will be asked by translated letter to attend a class after the fieldtrips so they can celebrate and see the trips with their children. Parents will also be invited (by translated letter) to attend the field trips not only as chaperones, but so they can discuss the history and places explored with their children afterwards. Parents will be invited by translated letter to 10 of the 25 classes to help their children with their pamphlets and brochures about the places we visit. The ESL teacher will be present at all classes and trips while the parents are working with their children.

Rationale: Having the parents help with coming up with ideas for trips, going on trips, and creating brochures afterwards will make them more involved in their children's academic success at school. The parents will be needed to help with many of the activities during the year and will therefore have more of a personal connection with the outcome of the final presentation and success of the program as a whole.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly</li> </ul>		

**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.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		