



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JOHN H. FINLEY SCHOOL

05/M/129

PRINCIPAL: ODELPHIA H. PIERRE

EMAIL: OPIERRE@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

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
Odelphia H. Pierre	*Principal or Designee	
I. J. Gee-Waithaka	*UFT Chapter Leader or Designee	
Cipriana Franco	*PA/PTA President or Designated Co-President	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Roxieann Johnson	Member/Assistant Principal	
Darryl Montoute	Member/Chairperson	
William Dobson	Member/Parent	
Robert Jacobs	Member/Parent	
Margarite Teal	Member/Parent	
Carole Sanon	Member/Teacher	
Francis Brown	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.

By June 2013, 5% of students in level one and 5% of students in level two will move up in the ELA statewide exam.

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.

As per results from 2011-12 School's Progress Report, 30.4% of students met the State's performance standards. The measurable target for the upcoming year is to exceed 30.4%, by increasing the number of students in Levels 3 and up by a minimum of 5%. We will use our ACUITY (ITA's and Predictive), in house assessment results, frequent cycles of classroom observations and provide feedback to track progress towards meeting our goal.

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.

Students in Grades K – 5, including students in self-contained classes will engage in the SFA reading program. In grades 6-8 the reading program is Making Meaning.

Students will be assessed (SFA) every 8 weeks and regrouped based on the assessment data.

Students grades 3-8 will be assessed using the current NYC online assessment tools, ACUITY and weekly in-house assessment

Data team will review and collaborate with teachers and service providers in planning for individual students.

Targeted students will receive small group instruction during the 37.5 minutes extended day.

Collaborative inquiry will be used by entire staff share best practices and build academic rigor across all content areas.

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.

The Parent Leadership Academy through ARIS, will teach parents to navigate the ARIS so that they can monitor their children's progress, engage in conversations with the classroom teachers and get feedback on next steps to increase academic achievement and rigor for their students.

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 X Title III Grants Other

If other is selected describe here:

Service and program coordination

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

The school will provide a rigorous literacy curriculum across the grades that will be supported by the following programs: Success For All Reading program in the lower grades, Making Meaning for grades 3-8. The following programs provide academic and social/emotional support to strengthen the students growth: Broadway Beats, Eat Well-Play Hard, Harmony Music Program, Achieve 3000, Harlem Y After School Program, Experience Corps Program, In Arms Reach CCNY After School Tutorial Program, Sea Perch New York – Underwater Robotics Program (US Navy), OPUS 118 Music Program, Mighty Milers Running Club all support ELA Literacy activities in school and after the school day.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 5% of students in level one and 5% of students in level two will move up in the Mathematics statewide exam.

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.

As per results from the 2011-12 School Progress Report, 39.9% of students met the State's performance standards. The measurable target for this year is to exceed 39.9%, by increasing the number of students attaining and up by a minimum of 5%. We will use our ACUITY (ITA and Predictive), in-house assessment results, frequent cycles of classroom observations and provide feedback to track progress towards meeting our goal.

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.
- By June 2013, the following strategies and instructional activities will be completed to achieve student success:
- Students will be grouped for small group instruction based on the results of assessment and the teacher teams input
- Administration, coaches, teachers and service providers will engage in ongoing collaboration on data analysis and planning for individual students
- Individual teacher conferences will support meaningful reflection and use of data information to drive instruction
- At the end of each assessment cycle, student data will be analyzed for next steps to be taken
- Funding through Title I SWP will provide per session for teachers to work with at risk students during the Spring break
- The extended time (37.5 minutes) will provide additional support for differentiated small group instruction

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.

The Parent Leadership Academy through ARIS, the school staff will teach parents to navigate the ARIS so that they can monitor their children's progress, engage in conversations with the classroom teachers and get feedback on next steps to increase academic achievement and rigor for their students. The Parent Coordinator will provide support to parents through workshops, training and informal meetings.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

The school will provide a rigorous Mathematics curriculum across the grades that will be supported by the following programs: Success For All Reading program in the lower grades, Making Meaning for grades 3-8. The following programs provide academic and social/emotional support to strengthen the students growth: Broadway Beats, Eat Well-Play Hard, Harmony Music Program, Achieve 3000, Harlem Y After School Program, Experience Corps Program, In Arms Reach CCNY After School Tutorial Program, Sea Perch New York – Underwater Robotics Program (US Navy), OPUS 118 Music Program, Mighty Milers Running Club all support ELA Literacy activities in school and after the school day.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, the school will increase teacher effectiveness and practices through structured systems reflected in the citywide initiatives and the Common Core Learning Standards to improve student achievement.

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.

The school measures teacher effectiveness through rigorous, focused, frequent and ongoing feedback (verbally and in writing) using the Danielson rubric. Student work will reflect rigorous instruction aligned to Danielson's rubric and Common Core Learning Standards. Tenured and non-tenured teacher will be observed using the Danielson rubric for informal observations and the school formal observation template.

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.

By June 2013, the following research-based instructional strategies and activities will be used to achieve this goal.

- Provide/participate in ongoing, extensive professional development via Fordham PSO to administration as well as teachers/coaches on Danielson's framework
- Modify all existing feedback templates to reflect Danielson's framework to support teachers in professional growth and development
- Pre and Post Observation tool
- Formal and Informal Observation tools
- Goal Setting and Collaborative Inquiry Team Teacher Feedback and survey
- Provide training on scaffolding, differentiated instruction, questioning techniques and discussion technique to build capacity and sustainability
- Curriculum mapping that's embedded in Common Core Learning Standards

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.

Parent Coordinator will make certain that every parent receives an ARIS password. School wide opportunities will be made available (computer lab, library, etc.) for parents to log into ARIS. Teachers will be provided common preps, access to the computer lab, etc. to prepare for parents one on one meetings

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).

Through our Fordham Network, Danielson, Atlas Rubicon training, Weekend Planning Conference, cabinet meetings, extended cabinet meetings, instructional lead and common planning meetings instructional staff will get together to look at student work, walkthroughs so as to enhance academic rigor in both ELA and Mathematics. Teachers also are provided opportunities for professional development in best practices.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, improved rigor in ELA and Math instruction via “Questioning Techniques” so there is greater alignment with the Common Core Learning Standards to further establish college and career readiness in the instructional program.

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.

*Teacher Effectiveness through rigorous feedback using Danielson rubric as well as Teachscape,
Student Work reflective of rigorous instruction and aligned to Danielson’s rubric and Common Core Learning Standards
Evidence of effective lesson planning and norming of student work*

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.

Focus on “Domain 3b and 3d” of the Danielson rubric for the 2012-2013 school year. Professional development beginning in the fall and continuing throughout the year will support teachers understanding the “Questioning Technique” competency of the Danielson rubric. Provide follow up with ongoing professional development sessions

Throughout the school year on Chancellor’s Professional Development Day and during regularly scheduled Teacher Team and Faculty conferences. Identify resources and structures to support teachers understanding of the Danielson Framework (e.g. Videos on ARIS Learn, EngageNY and KhanAcademy) As a faculty, over the course of the school year watch at least four classroom videos/webinars and record inference observations. Facilitate teacher to teacher intervisitation and formative classroom observations followed by norming through developmental conversations. Provide training to teachers 2x a month during common planning meetings on curriculum mapping that’s embedded in Common Core Standards with support from Atlas Rubicon and Fordham Network.

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.

Parent Coordinator will make certain that every parent receives an ARIS password. School wide opportunities will be made available (computer lab, library, etc.) for parents to log

into ARIS. Teachers will be provided common preps, access to the computer lab, etc. to prepare for parents one on one meetings

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 X 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).

Through our Fordham Network, Danielson, Atlas Rubicon training, Weekend Planning Conference, cabinet meetings, extended cabinet meetings, instructional lead and common planning meetings instructional staff will get together to look at student work, walkthroughs so as to enhance academic rigor in both ELA and Mathematics. Teachers also are provided opportunities for professional development in best practices.

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	Accelerated Reader Wilson Program	Small groups by SETSS teacher, Small group instruction differenced according to their literacy level during extended day grouping, inquiry team small group tutorial during the day and one-on one tutoring throughout the day. Programs such as SFA and Wilson Program also have tutorial components.	During the school day,
Mathematics	Everyday Math Impact Math	Small group instruction differenced according to their mathematics skill level, one-on-one tutoring during the day for grades 1-5, Grade 8 students use the Impact	During the school day,
Science		Small group instruction differentiated according to their science skill level. They will have hands on experimentation. They will learn through the inquiry processes, visualization and written expression of what THEY LEARN. They will teach each other in one on one small groups.	During the school day,
Social Studies	Strategies for Success	Small group instruction according to their social studies skill level, one on one tutoring during the day. “Strategies for Success” is the instructional book used for tutoring to improve social studies skills.	During the school day,

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Community outreach referrals to psychiatric facilities, evaluations and treatment. Mandated counseling services, referrals, articulate with parents, parent meetings that include topics such as: bullying, good touch bad touch, Respect for All.</p>	<p>*Small group and one-to-one sessions</p>	<p>During the school day,</p>
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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.

Professional Development activities for teachers are provided through many venues with differentiated topics such as:

1. Fordham PSO
 - Danielson's Framework for Teaching
 - Common Core Aligned Tasks
 - Teacher Effectiveness
 - Classroom Visits, Walkthroughs and Review of Student Work
 - Grant Writing Workshops
2. Annual Planning Conference
 - Analyzing Data
 - Inquiry/Teacher Teams
 - Differentiating Instruction
3. DOE Workshops
 - SEGIS Training
 - Achieve 3000
4. Atlas Rubicon
 - Curriculum Mapping to the Common Core
5. Webinars (On-line conferences)
 - ARIS Training for Teachers & Parents
6. In-House Profession Development
 - Common Core Bundles
 - Fountas and Pinell Benchmark Assessment
 - Book Leveling/Leveled Libraries
 - Portfolio Development
 - Acuity Training (Scoring & In-Put of Short Responses in Computer)

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS/MS 129M 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;

PS/MS 129M's 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, PS/MS 129M will:

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

PS/MS 129M 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

PS/MS 129M, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader DMaldonado A. Batisti/M. Struk	District 05	Borough Manhattan	School Number 129
School Name John H. Finley			

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

Principal Odelphia H. Pierre	Assistant Principal Roxieann Johnson
Coach N/A	Coach N/A
ESL Teacher Ramon A. Vargas	Guidance Counselor Martha Mendez
Teacher/Subject Area M. Alexander, Bil. Teacher	Parent Betty Pamias
Teacher/Subject Area Dorila Diaz, Bil. Sp. Ed.	Parent Coordinator Gwendolyn Rowell
Related Service Provider Ada Muniz-Lee, Speech	Other M. Luna, Attendance Teacher
Network Leader Margaret Struk	Other R. Comissiong, Resource Room

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	640	Total Number of ELLs	57	ELLs as share of total student population (%)	8.91%
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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. At P.S. 129M, the initial identification process of those students who may possibly be ELLs is as follows: When students are registered for the first time in the public school system, parents are asked to complete the Home Language Identification Survey (HLIS) provided by the pupil accountant secretary with the assistance of Mr. Vargas, the ESL Teacher. If the home language is other than English or student's native language is other than English, the ESL teacher conducts the informal interview in English or the student's native language. If the student speaks a language other than English we proceed to administer The Language Assessment Battery Revised Test (LAB-R) within the first 10 school days of enrollment. If the student scores at beginning, intermediate or advanced level the student is considered an English Language Learner (ELL). Newly identified Spanish-speaking ELLs will be administered the Spanish LAB also within the first 10 school days of enrollment. The ELL student is then placed in a bilingual education program or ESL program according to the parent's program selection (if available in our school). Mr. R. Vargas, the ESL Teacher, ensures all ELLs receive the NYSESLAT annually by verifying the NYSESLAT Eligibility Roster (RLER) and the NYSESLAT Exam History Report (RLAT) on ATS. The ELLs are assessed every spring using the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their progress in English in the four skills of literacy: reading, writing, listening and speaking. However, if the student scores at a proficient level the student is not considered and ELL student and enters the general education program.

2. Parents are invited to attend informational meetings and parent orientations, Fall and Spring, to learn about the various programs: Dual Language, Transitional Bilingual Education, and English as a Second Language programs. The first ELLs Orientation Meeting is conducted by our ESL Teacher, Mr. R. Vargas, and it takes place within the first 10 days of admission. We show a New York State Video about these programs and we also distribute handouts to better inform parents. Parents are also given surveys and choice forms in order to choose the program in which they would like their child to attend. Parents have opportunities to set up individual meetings with the Principal, Assistant Principal, our Parent Coordinator, Bilingual Teachers and the ESL teacher to further discuss their options as well.

After reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parent choices of programs. Ample supplies of surveys are kept available in various languages. A consistent trend in our survey reflects that eighty (80%) of our lower grade parents of students entering Kindergarten or First Grade are more likely to select our Transitional Bilingual Education program.

3. Every year in September we hold our first ELLs Parent Orientation Meeting to inform parents about the types of bilingual programs. We take advantage of this orientation meeting to distribute the entitlement letters. Parents are also given surveys and program selection forms to choose the program in which they would like their child to attend. We also send the entitlement and placement letters home with the children. If for instance a form is not returned, the ESL teacher contacts the parents either by phone, in the morning at arrival time or during dismissal time to ensure the collection of these forms. The entitlement letters are kept in the principal's office in the ESL binder along with the Parent Survey and Program Selection Forms. Also, copies of the Parent Survey and Program Selection Forms are placed in each ELL student cumulative record.

4. Once the initial identification process has been completed and the ELLs have been assessed with the LAB-R, if entitled, the ESL teacher proceeds to place the child in a bilingual or ESL program. If the student scores at beginning, intermediate or advanced level the student is considered an English Language Learner (ELL). The ELL student is then placed in a bilingual education program or ESL program according to the parent's program selection. Placement letters and continued entitlement letters are sent home with the students and copies are kept in the principal's office in the ESL binder for future reference. The parent surveys are available in their native language. The informational meetings and parent orientations are conducted in English and Spanish due to the fact that the majority of our ELL population native language is Spanish. However, we also provide translation to parents in French, Haitian Creole, Arabic, among others.

5. After reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parent choices of programs. Ample supplies of surveys are kept available in various languages. A consistent trend in our survey reflects that eighty (80%) of our lower grade parents of students entering Kindergarten or First Grade are more likely to select our Transitional Bilingual Education program.

6. Our parents' requests for specific programs are honored by the school as much as possible. We offer Transitional Bilingual Education and English as a Second Language. Although presently, we do not have the Bilingual Dual Language program, we make every attempt to honor parent's request. In order to build further alignment between parent choice and program offerings, P.S. 129 has had ELL parent orientation meetings, as well as ongoing information meetings to foster discussion about the programs and provide a space for parents to ask questions and share suggestions. We also communicate to parents through our school newsletter, school postings in the Main Lobby and daily articulation with parents throughout the day.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	2	1	1	1	2	2	2	2	2	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	22
SIFE	9	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	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	7	3	6	5	0	5	2	0	2	14
Dual Language										0
ESL	36	6	5	6	0	3	1	0	0	43
Total	43	9	11	11	0	8	3	0	2	57

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17				3	2	3	1	9					35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	17	0	0	0	3	2	3	1	9	0	0	0	0	35

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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	4	4	5	6	5					28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	1			2						4
Haitian														0
French							1	2	3					6
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	1		1	1			1							4
TOTAL	1	1	2	4	5	4	7	10	8	0	0	0	0	42

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a) Based on the number of student enrollment, (which must be at least fifteen or more), a transitional bilingual class will be formulated where a licensed Bilingual instructor will instruct students. A fully licenced ESL teacher offers ESL to the remaining ELL students who are placed in regular education classrooms using the Push-In and Pull-Out Models.

b) We use both the Push-In and Pull-Out Model in our school. The ESL teacher implements the Push-In Model to service Kindergarten, first, second graders and third graders. The Push-In model is implemented in lower grades as part of a collaborative program delivered through the content areas. The Pull-Out Model is implemented with the fourth, fifth, sixth, seventh, and eighth graders. The students are grouped homogeneously according to their proficiency level.

2. Our school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program (i.e. beginners-360 minutes per week, intermediate-360 minutes per week, advanced-180 minutes) by closely monitoring student's attendance, instruction via teacher observation by the Principal and Assistant Principals, review of lesson plans and monitoring attendance at parent meetings.

a) Explicit ESL, ELA, and NLA instruction is delivered in each program through content area instruction. Beginning and intermediate ELL students receive two units (or 360 minutes) of ESL instruction weekly. The advanced level ELL students receive one unit (or 180 minutes) of ESL instruction weekly. As per CR Part 154 our ELLs receive ELA instruction(180 minutes, advanced group)

A. Programming and Scheduling Information

and NLA (beginners, 60 minutes per day, intermediate and advanced 45 minutes per day).

ELA is delivered through guided reading, shared reading, silent reading, reading aloud, hands-on projects, cooperative learning, charts graphic organizers, visual aids, technology (Computers provide students the opportunity to practice listening, reading, writing and speaking and language development) in the Transitional Bilingual Program. In the ESL Program ELA is delivered using ESL methodologies.

Native Language Arts is delivered as per the city's Language Allocation Policy: Year 1 70% of instruction in the Native Language and 30% in English; Year 2 50% of instruction in the Native Language and 50% in English; and Year 3 30% of instruction in the Native Language and 70% in English. Delivery of instruction takes place in literacy and mathematics in Spanish according to the student's acquisition level. The Bilingual Teacher can reinforce concepts taught in the content area in the child's native language. The classroom library will have fifty percent (50%) of its library books in Spanish to promote literacy acquisition in the student's native language.

3. Both programs (TBE, ESL) implement English language skills development and content area instruction through the use of ESL methodologies to ensure that ELL students meet the standards and pass the required state assessments, LAB-R, and/or NYSESLAT. The materials we use in Math, Social Studies, and Science in our TBE Program are in Spanish and/or English according to the student's acquisition level. The Bilingual Teachers reinforce concepts taught in Math, Social Studies, and Science using Sheltered English Instruction, The SIOP Model, to enhance their language acquisition using meaningful materials, such as books, manipulatives, charts, cards, audio-visual aids, technology, illustrations, graphics, and maps

4. We ensure that our ELLs are appropriately evaluated in their native language by having teacher tests and State Assessments available in Spanish, since our Transitional Bilingual Program is offered in English and Spanish.

5. In order to meet the needs of our ELLs subgroups we differentiate instruction by using numerous ESL methodologies, such as scaffolding, teacher collaboration, conferencing, and tutoring.

a) We continuously look for instructional materials that would service our SIFE students. We have trained our high-quality teachers of ELLs to work with SIFE students using current ESL strategies and differentiated instruction which will lead to student achievement. We will use alternative assessment options such as portfolios and tailor the curriculum to meet student needs.

b) In order to meet the needs of our ELL students who are newcomers, (less than three years) we will provide various options for instruction: Transitional Bilingual Educational, ESL Push-In/Pull-Out Program, Morning Skills Period Tutorial, The Accelerated Reader Program and After School Tutoring Program. Explicit ESL instruction is delivered in each program through content area instruction. Additionally, because NCLB now requires ELA testing for ELLs after one year, we will tutor the new entrants during extended time, 2:20pm - 3:00pm in order to accelerate their language acquisition abilities.

c. Our plan for ELLs receiving service 4 to 6 years is to create an educational plan where the principal, assistant principals, literacy coach, teachers and ESL teacher all collaborate using differentiated instruction to enhance their English proficiency. We will analyze the NYSESLAT Combined Modality Report to determine which literacy skill: reading, writing, speaking, listening, the student needs the most help.

d. In the event we have long term ELL's, we will have teachers provide instruction using ESL methodologies on a daily basis in a small class setting. Teachers will receive Professional Development and participate in training to learn how to meet the needs of ELL students and differentiate instruction for all learners. We will also train parents to assist their children with English language acquisition at home.

6. Our teachers of ELL-SWDs use ESL instructional strategies, such as scaffolding, sheltered instruction, and grade level materials to both provide access to academic content areas and accelerate English language development. The materials are selected based on information gathered from data obtained from ARIS, as well as school based periodic assessments. Children identified as having special needs receive support within the Bilingual Special Education class and the ESL teacher through the Push-In model. Our Special Education Support Service Teacher provides direct instruction in a small group setting conducive to learning.

A. Programming and Scheduling Information

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The ESL teacher provides direct instruction to ELL students having special needs using ESL methodologies, while the Special Education Support Service Teacher provides supplemental reading, writing and mathematics instruction. The Special Education Bilingual Teacher provides additional training in reading, writing and mathematics using the Wilson and Foundations Programs. We also have assistant teachers who work on a one to one basis with individual students as mandated on their IEPs. In addition, our school ensures that flexible programming is used to maximize time spent with non-disabled peers by mainstreaming our ELL-SWDs in certain academic programs e.g. Math, Language Arts, Technology, and Physical Education. All our ELL-SWDs are included in our school wide extracurricular activities. During Inquiry Teams Meetings and Professional Developments flexible programming for ELL-SWDs are discussed among regular education teachers, special education teachers, and bilingual teachers.

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

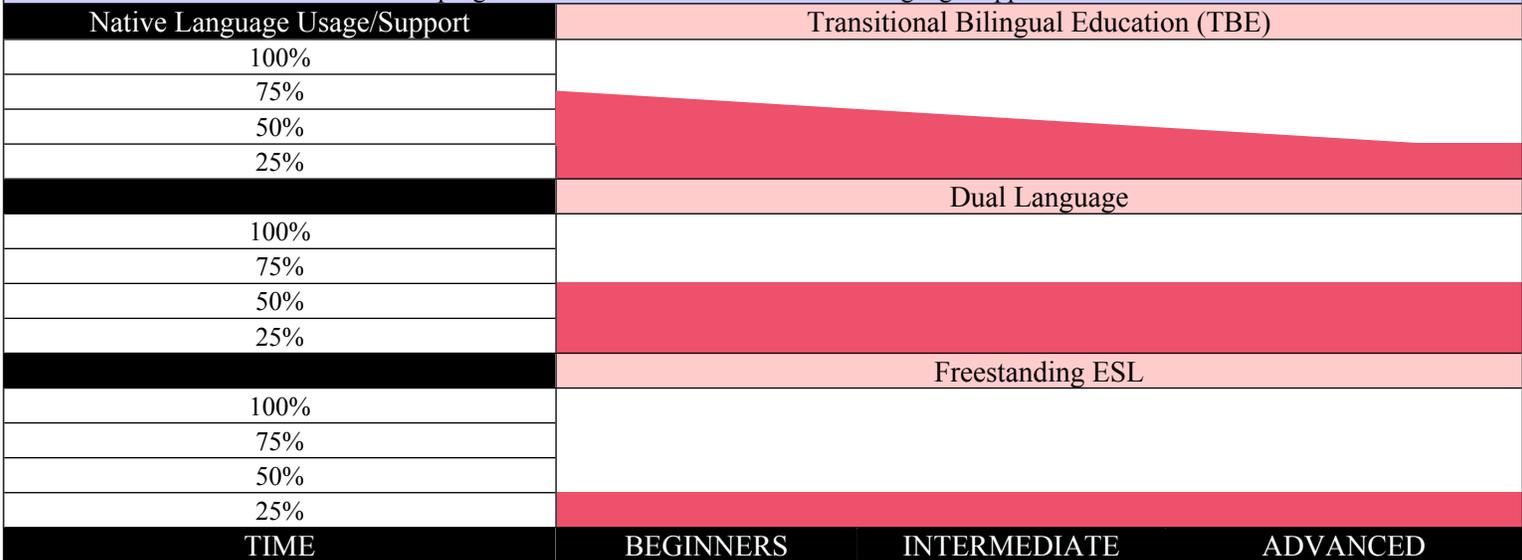
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. P.S.129's targeted intervention programs for ELLs in ELA, Math, and other content areas focus on meeting the high standards set for our English Language Learners in literacy and mathematics. Our goal in ELA is to provide reading instruction to ELL students, according to their proficiency level (beginning, intermediate or advanced) using the Success For All (SFA) Reading Program. Reading and writing strategies will be taught in all content areas. ELLs beginners and intermediate students will have explicit instruction in phonics and phonological awareness so they can identify sounds and combine them into words. Our advanced ELLs will attend reading comprehension classes in our school's extended day, Monday through Wednesday 2:20p.m. to 3:00p.m. Our Math goal is to decrease by at least 25% the number of ELLs who are not meeting the proficiency standards on math. The math curriculum will be aligned vertically between the math levels. Struggling students will receive math tutoring in small groups with a trained Inquiry Team Teacher. Intervention math software will be purchased as well as increasing utilization of computer labs to further enhance the ELLs Math skills. The ESL Teacher plans collaboratively with the classroom teacher implementing academic rigor to further develop ELL's achievement levels across the content areas. The ESL teacher also reviews student portfolios with the classroom teacher as well as with the ELL student during articulation to make assessments and drive instruction. We also offer an ESL Program where students are grouped homogenously according to their LAB-R or NYSESLAT levels. Their Native Language is used to instruct our Bilingual K, 4/5, and 6/7/8 classes following the CR Part 154 mandates. It is used to support the students' native language and culture as an instrument to teach the content areas and to reinforce students' understanding of new concepts taught.

9. Our plan for providing transitional support for students reaching proficiency on the NYSESLAT is to mainstream them in monolingual classes. During the Extended Time Skills Period (which takes place from 2:20pm to 3:00pm, Monday through Wednesday) a licensed teacher will continue to tutor our ELL students who have recently become English proficient. The goal is to refine their reading, writing, listening & speaking skills so that they can function at grade level with fluency. Former ELLs get time and a half as part of their test accommodations for two years. They are grouped with other ELL students having the same testing accommodations by grade.

10. A Dual Language Program will be considered for the upcoming school year. Of course it will be implemented once parents choose this option and funds are available.

11. Our present Bilingual Program reflects current trends in parent choices over the last three years. We will continue offering the same bilingual services, TBE and ESL.

12. In our school, all the ELL children are offered equal opportunities to participate in all school programs. The After School Program is available from Mondays to Fridays from 3:00pm to 5:00pm. The ELL students are grouped heterogeneously with monolingual students, offering them an opportunity to share, socialize, and learn in a diversified environment. In our After School Program, the ELL children not only do their homework, but they also take music lessons, do craft and arts, dance, and practice sports.

13. Our teachers use many educational resources and strategies when instructing the ELL's and the entire classroom population. We use the Balanced Literacy Program which includes reading books at all levels, Reading Textbooks in the content areas, The Accelerated Reader Program, The Everyday Mathematics Program, Social Studies and Science textbooks, Technology through the use of computers and specific software programs, participation in our Band/Orchestra, Sports activities, Visual Arts aids, Listening Centers, Big Books, Clearly

Labeled/Leveled Libraries, Word Walls, Charts, Overhead Projectors and use of the Wilson, Foundations, Kaplan and Leap Frog, Santillana Programs.

14. Native Language support is offered in various ways. In the TBE Program delivery of instruction takes place in literacy and mathematics in Spanish according to the student's acquisition level. The Bilingual Teacher can reinforce concepts taught in the content area in the child's native language. The classroom library will have fifty percent (50%) of its library books in Spanish to promote literacy acquisition in the student's native language. As students progress and their levels improve, the amount of English instruction increases and the amount of Spanish instruction decreases. Our ESL students are serviced by language proficiency level. Students are serviced through the content areas in the Push-In Model. Upper grade ELL students are serviced using the Pull-Out Model.

15. The resources and services offered in our school correspond with the ELLs' ages and grade levels. Our reading books are leveled, meaning that the students will always have enough resources at their reading level. In addition, we make sure each ELL has a ESL text book that matches their reading level (Beginning, intermediate, advanced).

16. When students are registered, parents are invited to attend informational meetings and parent orientations to learn about the various programs: Dual Language, Transitional Bilingual Education, and English as a Second Language programs. We invite parents and their newly enrolled children to tour the school and ask questions. We also introduce the parents to the teachers of the new entrants so that they can feel welcomed.

17. The only language elective we offer to ELLs is Spanish, other than that everyone is mandated to take English.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. We have had several professional development sessions for all teachers in which the focus was bilingual education and ESL services. Our school plans to continue providing teachers in-school and off-site workshops and training in ESL methodologies.

2. We provide support to our staff to assist ELLs as they transition from elementary to middle school in many ways. Teachers receive training during commom preps and conferences. They also are mentored by our our senior teachers who we consider to be experts educators.

3. So far, we plan to conduct the following Professional Development to our entire staff regarding ESL instruction and methodology following the NYS and NYC standards:

Assessment, Evaluation, and Placement of ELL students (September 2011)

ESL Methodologies and ESL instruction in the classroom (October 2011)

ESL Learning Standards (November 2011)

How to Plan Differentiated Instruction for the 4 Levels of English Literacy (December 2011)

Supporting Bilingual and ELL Needs For Standardized Tests and Beyond (March 2012)

Every time our school offers a professional development we create an agenda with a topic and the points that will be implemented on that session. We provide handouts that go along with the presentation. We take attendance that will be kept in the principal's office for future reference as part of our ESL/Bil. Program records.

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. Both, our regular education and ELL's parents participate in our school affairs. Many parents volunteer on a regular basis. They assist teachers in the classroom, e. g. bulletin boards, family night, mother-son dance, father-daughter dance, perfect student assembly, student of the month, and/or when their children go on trips. Our ELL Parents are actively engaged in our Parent Teacher Association and in our Parent Leadership Academy. We have an excellent translation service in place. Many of our staff are fully bilingual English and Spanish. Two teachers are fully bilingual in English and French. Our nurse speaks French and Arabic. We translate all our letters from English to Spanish.

2. In order to maximize the learning and achievement levels of our diversified school population, we continue to collaborate with the educational and civic establishments within our community. Fordham University, our P.S.O. and CCNY, which is adjacent to our school, are used to infuse services of student field workers and tutors, and special programs directed at public schools.

3. Based on the Home Language Information Survey Form, parents are opting for the Freestanding ESL Program due to the urgency of their children to understand English quickly and become assimilated to the American culture. Our parents' requests for specific programs are honored by the school as much as possible. We offer Transitional Bilingual Education and English as a Second Language. Although presently, we do not have the Bilingual Dual Language program, we make every attempt to honor parent's request. The role of our parent coordinator is to serve as liaison to parents to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660. She serves as a facilitator to increase parent involvement in the school community.

4. In order to build further alignment between parents and our school, P.S. 129 has had ELL parent orientation meetings, as well as ongoing information meetings. A monthly calendar of events in Spanish and in English is given to parents in order to foster discussion about the programs and inform parents what their students are learning. These meetings also provide a space and forum for ELL parents to ask questions and share suggestions. We also communicate to parents through our school newsletter, school postings in the Main Lobby and daily articulation with parents throughout the day.

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)	1		1	1	2	2	2	3	8					20
Intermediate(I)			1	3	3	2	1	5	4					19
Advanced (A)	1	1			3	2	5	4	2					18
Total	2	1	2	4	8	6	8	12	14	0	0	0	0	57

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	6		1						7
5	2		3						5
6	1		4						5
7	5		3		1				9
8	7		4						11
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	2		2						4
8									0
NYSAA Bilingual Spe Ed	2								2

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	7	0	0				
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. The assessment tool our school uses to assess the early literacy skills of our ELLs is as follows: We use the ECLAS-2 assessment to evaluate their literacy acquisition: phonics, alphabet, oral expression, and reading abilities. El SOL basically is the same assessment, but it is conducted in Spanish. The data obtained in these assessments reflects that our ELLs are learning to read at grade level at a very rapid pace. This information is used to plan our future classes. The base line data is used to group students according to their levels. We also use Success For All (SFA) a reading program which enable students to learn to read using different strategies. At the end of 8 weeks the children are assessed; this assessment allows teachers to evaluate the children's academic progress to move them to higher performance levels.

2. The data patterns across the proficiency levels on the LAB-R reveals that 90% of our Kindergarten ELL students are passing this test as soon as they take it. This is perhaps because the majority of them attend Pre-K in the United States and this facilitates the knowledge to pass the LAB-R. On the other hand, newly entrants who have no prior school experience or have never been exposed to the English language when tested with the LAB-R rank at the beginning level. Our ELLs excel in acquisition of the Listening and Speaking modalities within the first three months of the school year.

3. The patterns across the NYSESLAT four modalities will affect instructional decisions as follows: As a result of analyzing the data, the teachers will: (a) use differentiated instruction, (b) use interactive guided reading, (c) use writing activities, (d) use shared reading and writing activities (e) read aloud to students. Teachers will also teach students how to publish their own literacy projects such as books, poems, etc. Teachers will also plan lessons which involve collaborative writing, journal writing and independent reading. Last, but not least, the data from ongoing assessments will drive instruction.

4. a) Our English Language Learners population consists of 9% of our total student population. The total number of ELL students is fifty-seven (57). The ELLs in the TBE and ESL program usually test out within the first three years of being in the program. Their deficiency continues to be reading and writing because they lack the appropriate vocabulary to express their thoughts and the assessments are harder. However, children who enter school in the early grades, K to 2, usually master their literacy skills within the first year of school because they are in their acquisition stage which allows them to learn to speak, listen, read, and write at a normal pace. For example, approximately 90% of the new entrants assessed in Kindergarten this Fall with the LAB-R, passed the test. We only have two bridge TBE Special Education classes: Class A includes grades 4/5, and Class B includes grades 6/7/8. These students are faring much better in tests taken in English as compared to the native language.

b) School Leadership and teachers use the ELL Interim Assessment data for grouping students for ELL instruction and consideration for Academic Intervention Services provided by our school. It is also used to assess their progress academically as a whole and progress of English language proficiency.

c) Recent Interim English Language Test data for English Language Learners in grades 3, 4, 5, 6, 7 and 8 reveal that our ELL students are acquiring the four modalities with mastery. However, we still need to focus on applying ESL methodology that will help them excel in reading and writing especially in the upper grades. The native language is used to reinforce their literacy skills and culture. It is also used for them to understand content in all subjects (social studies, science).

5. We do not offer a Dual Language Program.

6. After examining the assessment results of ELLs (ELA, Mathematics, Social Studies, and Science), the pattern across proficiencies and grade levels of ELL student achievement scores is impressive. Students scoring in Level I in both Mathematics and Science are at an absolute minimum. Within three years, most of our ELL students have proven to advance and acquire English language proficiency. Usually, our ELL students test-out of the ESL program by the completion of third grade. Although they become proficient in the English language, they are still closely monitored and supported through Academic Intervention Services. However, some exceptions take place in student achievement levels when a student comes from another country without any prior schooling, also referred as SIFEs. In addition, due to No Child Left Behind a constant influx of poor performing students are being transferred to our school and as a result this affects our academic achievement scores.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: John H. Finley

School DBN: 05M129

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Odelphia H. Pierre	Principal		
Roxieann Johnson	Assistant Principal		
Gwendolyn Rowell	Parent Coordinator		
Ramon Vargas	ESL Teacher		
Betty Pamas	Parent		
Dorilla Diaz, Bil Teacher/SpE	Teacher/Subject Area		
M. Alexander, Bil Teacher	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		

School Name: John H. Finley

School DBN: 05M129

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Martha Mendez	Guidance Counselor		
A. Batisti/M. Struk	Network Leader		
M. Luna, Attendance Teacher	Other		
R. Comissiong, Resource Room	Other		
Claudette Lustin, Literacy	Other		
	Other		

Requirement under Chancellor's Regulations – for all schools

DBN: 05M129 School Name: John H. Finley

Cluster: D. Maldonado Network: M. struk

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

1. At P.S. 129M, when students are registered for the first time in the public school system, parents are asked to complete the Home Language Identification Survey (HLIS) provided by the pupil accountant secretary with the assistance of Mr. Vargas, the ESL Teacher. If the home language is other than English or student's native language is other than English, the ESL teacher conducts the informal interview in English or the student's native language. Using the Home Language Identification Survey we determine the primary language spoken by each parent and their children. This information is recorded and maintained on each student's emergency card, Home Language Identification Survey, and on the New York City DOE ATS Data Base. Parents are invited to attend informational meetings and parent orientations within the first ten days of school enrollment, Fall and Spring, to learn about the various programs: Dual Language, Transitional Bilingual Education, and English as a Second Language programs. Translated services are always provided at every meeting in Spanish as well as French, Haitian Creole and Arabic for parents who speak these languages. We show a New York State Video about these programs and we also distribute handouts to better inform parents. Parents are also given surveys and choice forms in order to choose the program in which they would like their child to attend. Parents have opportunities to set up individual meetings with the Principal, Assistant Principal, our Parent Coordinator, Bilingual Teachers and the ESL teacher to further discuss their options as well, in their native language. After reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parent choices of programs. Ample supplies of surveys are kept available in various languages: Spanish, French, Chinese, Arabic, Albanian, Haitian Creole, among others. Our bilingual teachers are fluent in English and Spanish. They facilitate surveys in choice forms to choose a program in which they would like their child to attend. A translator will be provided if the parent does not speak or understand the English language. We have two teachers who are fluent in French and English. This allows us to communicate with parents whose dominant language is French. In addition, our nurse speaks three languages: English, Arabic, and French.

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.

Parents are comfortable and satisfied with our translations. As of today, we have never had any misinterpretations or misunderstanding when a notice or a letter is sent home . We send notices, placement letters and entitlement letters home with the children translated in English and in Spanish since the majority of our ELL parents are English and Spanish dominant. When a letter is required to be returned to school, if it is not returned to school, the ESL teacher contacts the parents either by phone, at arrival time or during dismissal time to ensure collection of these forms. If the parent's first language is other than English or Spanish we take the time to find a certified teacher or staff member to translate our letters to accommodate their language needs.

Part B: Strategies and Activities

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

1. Both, our regular education and ELL's teachers participate in our school affairs. We have an excellent translation service in place. Many of our staff are fully bilingual English and Spanish. Two teachers are fully bilingual in English and French. Our nurse speaks English, French and Arabic. We translate all our letters from English to Spanish. We also communicate to parents through our school newsletter, school postings in the main lobby in English and in Spanish and daily articulation with parents throughout the day. The ELL parents will be informed about the New York State standards, assessments, school expectations and general requirements that govern the Bilingual and ESL programs and the importance of parental involvement in the education of their children.

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.

In order to build further alignment between parents and our school, P.S. 129 has had ELL parent orientation meetings, as well as ongoing information meetings offered in English and in Spanish. A monthly calendar of events in Spanish and in English is given to parents in order to foster discussion about the programs and inform parents what their students are learning. These meetings also provide a space and forum for ELL parents to ask questions and share suggestions. Our ESL teacher, is the person responsible for translating all of the letters of our school. At times, when parents have a concern or question, the ESL teacher personally addresses them.

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>.

P.S. 129M shall provide interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours who request such services in order to communicate with our school regarding critical information about their child's education. Depending upon availability, such interpretation services may be provided by several staff members of our school such as: the ESL teacher, Spanish cluster teacher, the attendance teacher, the nurse, school secretary and/or school family worker. Parents can conduct such communication either at the school or by telephone. Additionally, the Interpretation Notice Sign is posted in the main lobby and outside the Parent Coordinator's office. This sign, in several languages, provides parents with contact information for translated services during and outside of school hours. Another document which is available to parents in different languages, is the Parents Bill of Rights. This document also provide parents with resources available within the school and central offices. The Parents Bill of Rights is also posted outside the Parent Coordinator's office and available to parents (upon request) in their native language, if available. At the open school safety committee meeting held in October, parents were provided with information on safety protocol, evacuation procedures, safe corridors, etc.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 129	DBN: 05M129
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: 61
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our school, P.S.129M provides a Transitional Bilingual Education Program and a Freestanding ESL Program based on the results of the data gathered from The Parent Home Language Survey Forms. After reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parents choices of programs. A consistent trend in our survey reveals that seventy (70%) of our lower grade parents of students entering Kindergarten or First Grade are more likely to select our Transitional Bilingual Education Program. The purpose of our Transitional Bilingual Education Program and Freestanding ESL Program is to focus on meeting the high standards set for English Language Learners not only in literacy, but also in mathematics, science, social studies, art and technology.

The Transitional Educational Model that we implement is conducted in the student's native language, Spanish, along with intensive English language skills to ELL students whose native language is not English. We presently have three Bilingual Education classes: one (1) Kindergarten, (1) Bridge 5/6 Special Education and (1) Bridge 7/8 Special Education. We also offer a total of six ESL classes serving grades K-8. We have two (2) fully licensed certified bilingual teachers, two (2) fully licensed certified bilingual special education teachers and one (1) fully licensed certified ESL teacher in 2012-2013. Next year, we will also have two (2) fully licensed certified bilingual teachers, two (2) fully licensed certified bilingual special education teachers and one (1) fully certified ESL teacher for the 2013-2014 school year.

Our English Language Learners population consists of 10.2% of our total student population, 598. The total number of ELL students is sixty-one (61). We have three (3) Transitional Bilingual Classes: a Kindergarten (9 students), (1) Bridge 5/6 Special Education (7 students: five fifth graders and two sixth graders) and (1) Bridge 7/8 Special Education (5 students: four seventh graders, and one eighth grader). There are forty-five (45) ELL students who receive Freestanding ESL Services through the Push-in/Pull-out model according their beginning, intermediate and/or advanced levels. These students range from grades Kindergarten to Eighth Grade. We have twenty-two (22) students at the beginning level, twenty-two (22) in the intermediate level, and seventeen (17) in the advanced level.

Out of the four literacy modalities: Listening, Speaking, Reading and Writing, our ELL students excel in acquisition of the Listening and Speaking modalities within the first three months of the school year. In the Bilingual Transitional Program and Freestanding ESL Program students have had the most difficulty in the reading and writing concentrations of the NYSESLAT. However, based on ESL Teacher assessments, ECLAS-2, EL SOL, Fountas and Pinnell, ELL Interim Assessments and articulation, our students are becoming proficient in these modalities also.

Title III funds will be used for an after school and Saturday School Program for our English Language

Part B: Direct Instruction Supplemental Program Information

Learners to provide supplementary services. The students' levels are beginner, intermediate, and advanced. Both programs, after school and Saturday school, will focus on literacy, math and test taking strategies.

The Supplemental Title III After School Program will start on February 04, 2013 and it will end at the end of May 2013. This program will be in effect Mondays through Wednesdays from 3:00 P.M. to 5:00 P.M. Two fully certified teachers will conduct the Title III After School Program. Mr. R. Vargas is the certified ESL teacher and Ms. Alexander is the certified bilingual teacher. The languages of instruction will be English and Spanish. English will be used to teach ESL and Spanish will be used to reinforce math, social studies, and science concepts. The materials that will be used in this program are: Santillana, Opening Doors, Spotlight On English; dictionaries; and Math Impact (English and Spanish).

The Title III Saturday Program will start on February 02, 2013 and it will end on May 25, 2013. This program will take place every Saturday from 9:00 A.M. to 12:00 P.M. Mr. R. Vargas, the ESL teacher, will provide supplemental instruction to prepare our ELLs for the NYSESLAT Exam. He will use the following materials: the Attanasio and Associates, Getting Ready for the NYSESLAT; dictionaries; and Sylvan Learning, Language Arts Success. These materials will be used to build better language arts skills in the four literacy modalities: reading, listening, speaking, and writing.

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:

We have had several professional development sessions for all teachers in which the focus was bilingual education and ESL services. Our school plans to continue providing teachers in-school and off-site workshops and training in ESL methodologies.

The rationale is to provide support to our staff to assist ELL students as they transition from elementary to middle school and high school in many ways. Teachers receive training during commom preps and conferences. They also are mentored by Mr. Vargas our ESL teacher, and our senior teachers who we consider to be experts educators. So far, we plan to conduct the following Professional Development to our entire staff regarding ESL instruction and methodology following the NYS and NYC standards:

Assessment, Evaluation, and Placement of ELL students (September 2012)

ESL Methodologies and ESL instruction in the classroom (October 2012)

ESL Learning Standards (November 2012)

How to Plan Differentiated Instruction for the 4 Levels of English Literacy (December 2012)

Part C: Professional Development

Supporting Bilingual and ELL Needs For Standardized Tests and Beyond (March 2013)

Every time our school offers a professional development we create an agenda with a topic and the points that will be implemented on that session. We provide handouts that go along with the presentation. We take attendance that will be kept in the principal's office for future reference as part of our ESL/Bil. Program records.

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:

(1) Parent Orientation Meetings conducted by our ESL teacher, Mr. R. Vargas, in the Fall and in the Spring for the parents of newly arrived ELL students as well as regular ELL students (whether they require bilingual or ESL services). Parents will have the opportunity to ask questions regarding placement and ESL services. Topics discussed include information about the program and provide the opportunity to foster discussion about the programs and provide a space for parents to ask questions and share suggestions.

(2) Ongoing Scheduled Individual Parent Meetings between the ESL Teacher, regular classroom teacher, and parents. Scheduled meetings are either requested or scheduled on a regular basis by our school.

(3) Our Parent Leadership Academy which meets every Wednesday helps parents to navigate the Department of Education, in terms of available programs and activities offered to parents, such as ARIS Training, etc. The more knowledge the parents obtain or gain about the school system the more empowered they will become.

(4) Translated Services are always provided at every meeting in Spanish as well as French, Haitian Creole and Arabic for parents who speak these languages.

(5) School Newsletter – information regarding school activities is also disseminated in our School Newsletter to keep parents updated on current events such as school plays, trips, assemblies and opportunities which may enhance their knowledge.

(6) Postings in the Main Lobby also provide another source of communication for our parents.

(7) Daily Informal Conversations take place everyday as children are welcomed in the morning and as they are dismissed in the afternoon.

(8) The ELL parents will be informed about the New York State standards, assessments, school expectations and general requirements that govern the Bilingual and ESL programs and the importance

Part D: Parental Engagement Activities

of parental involvement in the education of their children.

TRIPS/CULTURAL ACTIVITIES:

ELL parents will participate in:

- (1) In-house Assembly Programs (monthly)
- (2) Family Night (Spring)
- (3) Trips (monthly)
- (4) Parent-Teacher Conferences (Fall & Spring)
- (5) Literacy Week Activities (ongoing)
- (6) Title III funds will be used to teach parents English as a Second Language. This program will take place in April 2013 to June 2013 for 10 Saturdays, for two hours from 10:00 a.m. to 12:00 p.m. Mr. Vargas will be the provider for this parent ESL class.

All activities are provided by the administration, teachers and community affiliates - Harmony Program, Harlem Y, ASPIRA of New York, City College and our schoolwide Parent Leadership Academy.

Part E: Budget

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

Allocation Amount: \$

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

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.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		