



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: : P.S. 121Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q121

PRINCIPAL: EVELYN VADI, PRINCIPAL

EMAIL: EVADI@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY FFOLKES-BRYANT

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
Mrs. Evelyn Vadi	Principal	
Mr. Frank Soriente	UFT Chapter Leader	
Mrs. Danielle Hawkins	PTA President	
Ms. Ana Ayala	UFT Representative	
Mr. Kevin Reiser	Teacher	
Mrs. Geraldine Canal	Guidance Counselor	
Mrs. Omawattie Haimchand	Parent	
Mrs. Rekha Sookoo	Parent	
Mrs. Audra Sankar	Parent	
Mrs. Jamera Massop	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, 3% of our 3rd and 4th grade students will demonstrate critical thinking skills and knowledge base through research and study of informational text in alignment with the CCLS. As we move forward to create a balance between non-fiction units and fiction units, our 3rd and 4th grade teachers have developed a second non-fiction unit of study. These units are geared towards developing students' proficiency in critical thinking skills by the implementation of pre-assessment performance tasks to gather information to inform the instruction and post-assessment performance-based tasks to determine knowledge gained.

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.

Assisting students to become active critical thinkers is a challenging process, but essential for creating college and career ready citizens in the world today. In order to accomplish this goal and meet the needs of our students, we must empower the teachers to collaboratively plan units which will engage the students in dynamic discussions around text that will require critical thinking. In grade 3, 60% of our students performed on level 3 and above and in grade 4, 29% performed on level 3 or above on the ELA. We monitor student growth by reviewing student work samples (pre-assessment tasks). Teachers have begun annotating the students' work using grade specific rubrics. With these rubrics, students are encouraged to read the comments and then make self assessments. These self assessments include a small statement that may reflect where they feel they can make improvements, (a future goal). These annotations are being analyzed and used as a guide to drive instruction.

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.

Critical thinking skills are typically developed over a long period of time through a myriad of educational experiences. Differentiated learning styles are developed and embraced through our interactive white boards, centers, laptops, ipads, open access library and other auditory learning tools that reach the audio, visual, and kinesthetic learner. Teachers download apps that hone in on specific problem areas a child may need extended practice in. Teachers will also gather persuasive pieces of writing to use as mentor texts. These mentor texts exemplify components of powerful persuasive selections of writing that will meet or exceed the CCLS. Reading a variety of texts related topics is crucial in order for students to draw conclusions, search for answers through research, and ultimately gain new insight which then translates to using information in a new ways (application and synthesis). Our cluster teachers also teach reading through content areas with social studies and science integrated throughout our literacy curriculum to help support our goals.

Inquiry based learning focuses on developing vocabulary school wide. Teachers will demonstrate how to engage in non-fiction inquiry by going through the process themselves. Teachers will show themselves as learners. Focus lessons on the process can be explicitly modeled. Our teachers provide the environment necessary where they value the idea of wonder and curiosity. This breeds researchers who are compelled to think critically and answer questions. The students will be immersed in well written, non-fiction magazines, trade books, and iready; which is time spent on the computer developing their literacy skills. Teachers use the iready program to analyze each student's results to pinpoint their strengths and deficiencies in order to drive instruction to create meaningful tasks.

Students will have extensive and rigorous conversations, which happen as a result of sharing text. Teachers will require classroom sessions/discussions to stay

deeply connected to the text, and that the students will develop habits of making evidence-based arguments both in conversations, as well as in written responses that take many forms with an aim to assess students understanding of the text.

It is crucial to use open-ended questions so we can provide multiple entry points for each lesson. Providing students with multiple entry points into a lesson ensures that each student ensures that each student has the support necessary to succeed. In addition, it will provide teachers with a window into students' thinking and understanding of the material.

We want our students to understand that constructing meaning is a process. There is a link between retelling and comprehension. Retelling is a generative task that requires the reader to construct a personal rendition of the text by making inferences based on the original text, as well as prior knowledge. When students are expected to integrate, use inferences, and make links to other venues, they are making good use of their critical thinking skills. We want students to not only retell, but to use the retelling as a spring board for extended learning.

Our grade conferences are devoted to open dialogue as to what strategies would most benefit our students. The time is devoted to a sharing of what works and what needs to be improved. We have found this to be extremely beneficial. It is an opportunity to share student work and discuss ways to show continued growth. It is also a time to discuss materials to be used. The agenda voiced during the Instructional Team meetings and Grade Conferences become the forum for staff conferences. Thus, dialogue is ongoing on a daily basis.

Our Instructional Team is comprised of administrators, teachers from each grade level and reading teachers. The team meets monthly to discuss instructional strategies and best practices. Members of the instructional team share the information with teacher teams. This process has been the driving force in making changes necessary to meet the needs of our students. The team has been discussing specific strategies that are necessary to boost the student's performance. We then have grade meetings to see how they may be implemented to best serve our students. We are always monitoring the results. Due to financial constraints we had to trim our afterschool program down from three days to two days. Despite the constraints, we did decide to be proactive and include our second graders that may benefit from the extra support. We know that our efforts must include our primary students. We selected our 2nd-5th grade students based on data and teacher recommendations. The program will be based on flexible grouping to accomplish our goal.

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.

As per our PIP plan, our parent coordinator has planned a series of workshops to assist parents in accomplishing our goals. Through these workshops parents will learn ways that they can use over dinner conversations, family trips, games and reading time to expand and stimulate their children's knowledge. PS 121 also encourages perfect attendance through our Attendance Reward program. The class with the highest monthly attendance percentage is rewarded with a pizza and popcorn party. This initiative helps encourage student attendance throughout each grade level.

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 x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Title I Reading – a small, flexible group, push in, pull out intervention for grades 1 to 5, talented and gifted grades 1 to 5.

Professional development for grades K to 5 and small group instruction.

Title I and Title III for the after school program, per session and consumable materials.

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).

Per session monies (Title 1 funds) will be budgeted for professional development activities and after school programs. Inquiry teams will meet regularly beginning in September 2012 to continue to investigate ways to improve student learning. Title 1 funds will be allocated for per session activities and for purchasing classroom resources.

Our reading teachers (Title 1 funds) models exemplary standards-based teaching. They work with small flexible groups. Our teachers assess our students using academic rigor to increase their depth of knowledge. We desire all of our students to be successful learners and therefore implement learning strategies that help each student to become lifelong learners. Examples of instructional strategies are: Heterogeneous grouping, data driven instruction through guided reading, PUSH IN – to help minimize the size of the groups, PULL OUT-to develop strategies with certain students.

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, 3% of students in grades one and two will demonstrate critical thinking skills and improved knowledge base through research and problem solving ability in mathematics as measured by their performance on Acuity and unit tests.

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.

Upon analysis of math data, such as Acuity, unit tests and the teacher data records from grades one and two, there is an urgent need to increase opportunities for students to engage in problem solving skill development activities as they relate to Number sense and Operations in the primary grades.

Instructional strategies/activities

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

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

Tasks

In every classroom, emphasis will be placed on students' engagement in tasks that require them to demonstrate their understanding of concepts and skills through mathematical modeling and constructing arguments that prove or disprove a position taken or a decision made. On grade teams, teachers with the support of the administration and Network-based support staff will develop or revise units of study to include performance-based tasks that are used school-wide as a common assessment for specific grades. The Inquiry Team utilized the math item analysis to determine the percentage of students displaying deficiencies in the performance indicators identified as the lowest performance in mathematics. In each two-week cycle of the Solutions program, teachers administered a pre-test, followed by modeling various problem solving strategies. Based on evidence gathered from the data, students are supported through guided practice, partner practice and small group instruction. Students will also work independently. A post-assessment determines the result of each student's strengths and deficiencies. With the RTI program, students' math needs will be addressed by working in a setting that emphasize tiered tasks and developmental milestones.

Rubrics

Students will use CCSS anchored rubrics to assess themselves and their peers. Common preparation periods will be available so that pedagogical staff can meet on a regular basis. Through collaborative team meetings, teachers utilize analytical scoring rubrics and measure the quality of student.

After School Program

There is an afterschool program conducted twice weekly that focus on the targeted students. These sessions focus on problem solving in Number Sense and Operations and are arranged to support differentiated groups. Teacher input and ongoing formative assessment inform the grouping and the lesson designs.

Staff and other resources

- Data teams will meet frequently to analyze data.
- Teacher teams meet regularly to look at student work and plan the Solutions cycle.
- Administrative team facilitates the process and provides targeted professional development.
- The Math cluster teacher develops a comprehensive curriculum for the lower grades that focuses on problem solving and critical thinking skills. This curriculum will focus on critical thinking games and centers where the students will be exposed to different ways to solve math problems.

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.

- There will be ongoing parent workshops hosted by the Parent Coordinator that will be geared towards providing parents with math tips, exercises and games that will help their children to achieve proficiency with problem-solving.
- To increase parental involvement, parents will receive progress reports and report cards throughout the year. At Meet-the-Teacher Night that was held in September, parents were informed of the math curriculum used by the in the school, and were encouraged to log onto I-Ready to gauge their students' progress, and learn about the topics that they should be helping with at home. Parents are provided with a parent handbook, which includes the ELA and Math curriculum and assessment information.
- At workshops, parents are provided with a packet that includes Math "buzz" words and everyday manipulatives that can be used at home to help their children to think critically and efficiently when solving math problems.
- Parent input is considered when planning for future parent development workshops.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I for math, and Title I and Title III for the after school program, per session and consumable materials.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title I money funds staff and professional development.

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.

Starting September 2012 until June 2013, we will focus on developing teacher effectiveness while focusing on the teacher's skill in questioning, discussion techniques, and ability to engage students in learning. During observations, we use a modified template of Danielson's Framework that focuses on the teachers' ability to engage students in learning discussion techniques. We also use the Depth of Knowledge to guide the level of questions that are designed to be used during instruction (Danielson's Framework for Professional Practice, 3b & 3c).

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.

After an analysis of teacher generated goals in TeachBoost, we identified the need for more professional development geared toward developing higher level questions and discussion techniques. This goal directly relates to our students because data indicates that our student population is in need of more rigorous instruction in the area of comprehension, with a specific focus on informational texts.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) strategies/activities that encompass the needs of identified student subgroups,
- c) key personnel and other resources used to implement these strategies/activities,
- d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- e) timeline for implementation.

Each teacher receives frequent formal and informal observations by the administrative team. One of our foci is to evaluate teacher effectiveness with a focus on questioning and discussion techniques. These observations provide the administrative team with the opportunity to meet with teachers one-on-one and provide positive, yet constructive feedback for developing their instructional strategies in order to increase academic rigor specific to their needs. Additionally, teachers are provided with resources such as Web sites, articles, and online videos (ARIS Learn) during post observation conferences

To enhance teacher effectiveness, the fostering of collaboration among staff members is crucial. At P.S. 121, all members are committed to the success of all our students. A student's mind is generally engaged through some form of thinking or engagement in inquiry-based activities. Effective teachers can create these situations in two ways: (1) raising a point of uncertainty in the content and (2) pushing the students through questioning to raise points for discussion as they try to understand the material that is being presented. Questioning strategies provide a rich opportunity for developing student engagement. Learners are presented with problems and questions, the answers to which are not readily known but need to be investigated.

Staff and other resources

- Copies of Danielson's Framework for Teaching and Planning.
- Professional development is provided to all staff on effective teaching strategies that encompasses Danielson's framework for teaching and learning.
- Lead teachers: Discuss and turnkey during informal meetings at lunch and formal meetings through grade conferences.
- Faculty conferences: DOK questioning- increasing student rigor.
- Professional development- Lunch-and-Learns based on the needs of our teachers. Teachers learn to understand how planning and implementing

differentiated instruction help to build technology skills for beginners, intermediates, and advanced learners.

- Brought in National Geographic Reach for Reading to build and strengthen our curriculum.
- Use of tier-3 vocabulary words throughout the building to immerse students in the use of content-rich vocabulary.

Steps taken to include teachers

Our grade conferences provide teachers with the opportunity to engage in an open dialogue as to what strategies would most benefit our students based on their needs. The time is devoted to a sharing of what works and what can be improved. We have found this to be extremely beneficial. It is also a time to discuss materials to be used. The agenda voiced during the Instructional Team meetings and grade conferences become the forum for staff conferences. Thus, dialogue is ongoing on a daily basis. Our Instructional Team, which meets every other week, has been a driving force in making changes necessary to meet the needs of our teachers and students. The team has been discussing specific strategies that are necessary to improve questioning and student engagement. We assess the effectiveness of instructional strategies by monitoring each students performance on tasks that were teacher created. We analyze the data in Acuity, running records and ongoing teacher assessments. At PS121, we value and respect the opinions of our parent community. We realize how important active parent involvement is to the success of our students.

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.

Fostering collaboration among all members of the community is essential. They must all be committed to improving the school climate and to build interpersonal relationships that improve the quality of human interaction. The parents are a crucial part of this success. Respect for all members' opinions is necessary for the students' success.

We provide parents with the tools necessary to develop their children's reading and writing skills. Through parent workshops we show parents how to have discussions with their children to foster the development of thought provoking questions about what they are reading. Families can have book clubs in order to model how to be an avid reader. The NYC Parent Academy had a symposium at are our school that showed parents how to keep their children interested in their education. Parents are trained in basic skills of how to prepare their children for the next level. We encourage our teachers to partner with parents in setting high expectations and helping each student achieve their goals.

Standards based instruction (which includes great questioning and discussions) gives the entire community common language and common goals. It provides students, teachers, and parents with clear expectations. Also, it provides a reference point for all professional conversations about student achievement. Standards tell us what students should know and be able to do at every point in their schooling. Finally, it provides us with a unifying and systematic approach to developing curriculum.

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 x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

We are committed to allocating resources, which will maximize student learning. Therefore, we have reading teachers and lead teachers that are supported by the network to share and turnkey at grade conferences. They also model lessons, create curriculum maps, plan individually, and participate in book clubs and small group instruction.

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).

Title I money funds professional development.

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 goal.

By June 2013, we will increase parents' involvement by 3% as measured by attendance at workshops and school-wide events.

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.

A review of the percentage of parents responding to the learning environment survey and attending workshops and PTA meetings revealed that we are below the 90% mark. This was identified by the Parent Coordinator and the Instructional Team as an area in need of improvement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups,
 - b) Staff and other resources used to implement these strategies/activities,
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Parents are perplexed about the standards. Therefore, we have begun a series of workshops that serve to enlighten the parents and develop insights into the expectations and demands of the Common Core State Standards. The workshops are "parent friendly", and hosted by the parent coordinator, the guidance counselor and the administrators. A variety of strategies are shared with the parents highlighting a breakdown of the Common Core State Standards and what is expected from their children. Student academic achievement standards and forms of assessments that are used to measure student proficiency and progress are also shared with the parents. These parent meetings facilitate conversation among parents, teachers, and children about high-level academic learning goals. Because the Common Core State Standards define exactly what students should know and be able to do at each grade level, they help parents to be informed about the specific academic subject matters that support learning of the important content and skills defined by the CCSS. These meetings that are held on a monthly basis are focused on ways that parents can reinforce these content areas at home.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our parent coordinator has expanded our workshops on "Your Child, the NY State Tests and the Common Core State Standards". We begin this year with a general meeting that was later followed by meetings available to K-2 parents. Then 3-5 individual grade sessions commenced. The parent coordinator, guidance counselor and lead teachers conduct these workshops.

Each school year we distribute an agenda book to each child. This is a crucial tool for the family. It not only contains a place to write homework assignments, but it includes a calendar of events, as well as, a parent guide. Additionally, administrators provide the teachers with resource packets for parents to distribute during parent teacher conferences. These packets include updated information.

Throughout the year, we have an extensive (and ever growing) list of activities that the parent community can be involved in such as the talent show, literacy launch, math night, family fun night, dance show, middle school choice night, spelling bee, multiplication bee, etc. Continuing this year is the “coffee and conversation” meetings. This is an engaging and exciting idea. Parents have the opportunity to just drop in without a formal agenda, and discuss any one of a myriad of concerns, regarding their child’s education and other issues. The parent coordinator hosts these meetings.

Our open access library program continues this year. Parents and students in grades K-5 are invited to weekly sessions. They partake in a very unique program where research and other literacy skills are addressed. The parent sessions are devoted to strengthening the literacy foundation between parent and child as well as the home-school connection.

We have begun a series of workshops that provide the parents with insight into the Common Core State Standards. These workshops are “parent friendly” and serve to simplify the Common Core State Standards requirements. A variety of strategies are shared with the parents, such as key terms that are used on standardized tests, and additional academic materials that can help the students at home.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Parent Coordinator gets paid from Tax Levy funds.
- Open Access Librarian gets paid from Title 1 funds.
- Parents and children attend open access promotion with a greater understanding of literacy for kids.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

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	Small group instruction is provided throughout the day for grades K-5. Students in grades K-3 who need basic phonics and language development are currently using the Foundations and/or Wilson Language Basics with our IRT teacher.	Instruction is provided in either small group or whole class instruction. Small group instruction is provided through reading comprehension strategy lessons, guided reading lessons utilizing Teachers College Reading and Writing, and lessons to build grammar skills.	Additional services are provided by our reading specialists before, during and after school program.
Mathematics	Small group instruction is provided for grades 1-5 before, during, and after school using manipulatives for hands-on instruction.	Games are used to reinforce skills and support retention. Dialogue is used to communicate mathematical methods, purpose, and reasoning. Visual aids are incorporated throughout instruction.	Additional services are provided by our Math PCEN teachers before, during, and after school.
Science	There is a cluster program where instruction will be provided for students in grades 3-4 that will include lessons on the strands of Physical Setting and the Living Environment through inquiry based investigations	Problem-solving skills, developing positive science attitudes, learning new science content, and increasing scientific literacy will be key areas of concentration. There will be opportunities for hands-on experience with scientific tools while honing questioning and observation skills.	During a 90-minute block.
Social Studies	Our social studies cluster program is to reinforce the social studies standards.	They are reinforced through selecting of specific read-alouds to stimulate interest while producing an enriching standards based curriculum.	1 period

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> - School counseling includes, but not limited to, the following skills for increasing attention, managing peer pressure, preventing bullying, managing self-esteem, managing uncomfortable feelings, and skills to increase readiness. <p>Our nurse provides workshops for Asthma Awareness to inform students of the signs and symptoms of asthma. They learn the triggers and how to prevent attacks. They are also made aware of how to utilize inhalers properly, and to know when the attack has escalated to an emergency level.</p> <p>Our occupational therapist services students on a one-to-one basis to build fine motor skills using bead stringing, buttoning activities, and placing pegs in holes. Gross motor skills are built through body movement and ball catching. Graph-o-motor skills include pen holding, writing, learning spacing, and sizing.</p> <p>Our physical therapist focuses on gross motor functioning, postural control, sitting, standing, and walking. He helps the children navigate their environment safely. He helps determine the equipment necessary to perform these skills. He is a part of a multi-interdisciplinary team and works with teachers, social workers, occupational therapists, and parents.</p>	<p>-</p>	<p>- Due to budgetary constraints, we are unable to provide after school services at this time, which does, without a doubt, impact students' ability to cope with everyday stresses that can interfere with their academic progress</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.

To be found qualified, one must apply, submit a cover letter and resume and be interviewed by the personnel committee, which will determine which candidates meet the qualifications in the posting.

- Data is analyzed to inform teacher and grade specific professional developments.
- Grade conferences and one-to-one meetings are used to extend the discussions.
- New and struggling teachers are mentored on a regular basis.
- We have a supportive administration along with adequate resources and student materials, a safe environment, time for collaboration, ongoing professional development, reasonable class sizes, and support personnel and current technology. In addition, our new teachers attend professional development over the summer before school begins and continue throughout the school year. Lead Teachers help analyze data and implement effective instructional practices. New teachers are partnered with veteran teachers and are given time to observe in other classrooms.

Parent Involvement Policy

Statement of Purpose

P.S. 121Q teachers and staff are committed to providing a quality educational program that will challenge all children to reach their potential. We believe when school and parents work together children succeed in school and throughout life. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

To ensure that basic skills and knowledge are taught, we will hold educators accountable for effective teaching, hold students accountable for learning, and encourage parental involvement in their children's education. We will continually assess student growth in order to provide timely interventions and evaluate our instruction. Additionally, P.S. 121Q teachers and staff will work collaboratively with parents and our community in the development, evaluation, and refinement of our Title I program.

Parents' Rights and Responsibilities

The responsibilities of the school, parents, and children in increasing student learning and achievement are identified in our School-Parent Compact. Periodically, parents of participating children are invited to review the compact and make suggestions for revisions.

Development of the School Parent Compact

The development of the School Parent Compact, as well as, the Parent Involvement Policy, is a joint venture between parents, teaching staff, members of the School Leadership team, and our Parent Coordinator. Our Parent Coordinator oversees the implementation of these documents as it relates to parents of our students. During monthly Parent Association meetings, which are attended by parents, teachers, the Parent Coordinator and the Principal, issues related to the education and welfare of our students are brought forth and discussed. Furthermore, during regularly scheduled School Leadership meetings, issues are discussed, revised, and updated as deemed necessary.

School/Parent Communication

Communication between the school and parents is one of the many components necessary to the success of our students. Teachers meet with parents twice during the school year for Parent Teacher Conferences. There is an afternoon and an evening component to accommodate all parents. Parents also receive a midyear progress report. In addition, upon request, parents may meet with any member of the school community at any time or by scheduling an appointment. School bulletins and a newsletter, called The Reading Connection, are sent home monthly in order to inform parents of meetings, workshops, and other opportunities available to parents. Parents are invited to the Curriculum Day, the Literacy Fair and open school week. Parents are aware of how the standards will unfold and what to look for at home.

Student Goals as per the Comprehensive Educational Plan (CEP)

#1

Parent Workshops

Throughout the school year a number of parent workshops are scheduled. Members of our staff and our Parent Coordinator conduct these workshops. Meetings cover many topics including, but not limited to, preparing students for the English Language Arts and Mathematics state exams, completing the middle school application, and an open house for students entering Kindergarten. Parents are also encouraged

to suggest meeting topics. As a result of these suggestions, we have begun a series of workshops on the Common Core Standards, and how they relate to students learning, etc.

Our parent coordinator will expand our workshops on “Your Child and the NY State Tests”. We will begin this year with a general meeting. Later, follow-up meetings will be available for K-2. Then 3-5 individual grade sessions will commence. In conjunction with the parent coordinator, our guidance counselor, and teacher leaders, will conduct these workshops. There will also be ongoing ARIS workshops.

Through collaborative efforts parent workshops will now empower parents to have a voice. We feel parents can play an integral part in working with their children to understand central ideas of texts.

In conversations with parents, we learn about their children. This, in turn, may assist in a child’s decision to research a specific topic of interest, and then write persuasively with conviction.

#2

Increases Parent Involvement

The Parent Coordinator reaches out to the staff members to utilize their expertise in a particular subject area. In careful evaluation we already added other topics of a wider range. Each school year we distribute an agenda and a folder to each child. This is a crucial tool for the family. It not only contains a place to write homework assignments, but it includes a calendar of events, as well as, a parent guide.

Throughout the year, we have an extensive (and ever growing) list of activities that the parent community can be involved in such as the talent show, literacy launch, family fun night, dance show, middle school choice night, The Parent Academy, spelling bee, multiplication bee, and the addition bee.

Our open access library program will commence this year. Parents and students in grades K-6 are invited to weekly sessions. They will partake in a very unique program where research and other literacy skills are addressed. The parent sessions will be devoted to strengthening the literacy foundation between parent and child. Our school is also part of the destiny system. The parents and children can access the system to find any book they are looking for.

We hope to once again be part of the ESD program, which was an after-school program that focused on engaging children (who spoke a dialect of English i.e. from Guyana and Trinidad) in language learning activities that are based on content areas.

We have begun a series of workshops, which will enlighten the parents with insight into CCSS. The workshops will be “parent friendly”. A variety of strategies will be shared with the parents through “The Parent Voice”. Parents will have the opportunity to make trips to the library. We will also offer a Lunch & Learn for parents – basic computer training.

The scheduling of the workshop will be responsive to the needs of the parents. We are considering developing a *survey* that will ask the parents about their preferences for future workshops.

**P.S. 121 QUEENS
126-10 109 AVENUE
SOUTH OZONE PARK, NEW YORK 11420
(718) 738-5126**

***Evelyn Vadi, Principal
Christina Zovich, Assistant Principal
Marissa Lazos, Assistant Principal***

SCHOOL-PARENT COMPACT

The P.S. 121Q School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2012-2013.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The P.S. 121Q School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the CCLS.
- Provide parents with frequent reports on their children's academic and behavioral progress. We will provide a midyear progress report as well as progress reports during the Parent/Teacher conferences, show samples of student work, updates on reading, writing and math assessments.
- Set high expectations for staff, students and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff.
- We are dedicating ourselves to build bridges to foster an environment where children can think more analytically.
- Highlight and prepare ways that the parent can advance the learning environment at home.

Specifically, those conferences will be held:

October 31, 2012 – Literacy Launch

November 14, 2012 -- afternoon and evening parent teacher conference

March 13, 2013 -- afternoon and evening parent teacher conference

May 24, 2013 – Literacy Fair

- We believe that ongoing dialogue between all parts of the community is essential to the success of our students. We are thinking of initiating a plan where every September, teachers reach out to parents introducing themselves and sharing a positive comment about their children.
- Parents will continue to be provided access to Acuity as a means of monitoring their child's performance and progress.
- Teachers are encouraged to contact parents throughout the year with positive feedback about their children.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Our school prides itself on having wonderful parent- teacher relationships.
- Teachers are always reaching out to parents to work collaboratively with their children. We all agree that only through strong collaboration between teachers and parents, will the students reap the benefits.
- Our administration has an open door policy.

Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:

- Curriculum Day on September 19, 2012.
- Teachers are always instructed to communicate with parents as early in the year as possible. They do not wait until parent teacher conferences to broach a problem that might exist, which might impede a child's progress.
- Parents are invited to monthly assemblies, Multiplication Bee, Addition Bee, Spelling Bee, and Family Fun Night.

Parent Responsibilities

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

Support your child's learning by making education a priority in our home by:

- Making sure my child is on time and prepared everyday for school;
- Monitoring attendance.
- Talking with my child about his/her school activities everyday.
- Scheduling daily homework time and assigning homework done daily.
- Providing an environment conducive for study.
- Making sure that homework is completed.
- Monitoring the amount of television my children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time and assuring that my child's education comes first.

Participating in school activities on a regular basis:

- Attending family nights, shows, and any family gatherings.
- Participate in after- school activities.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate

- Attend all parent meetings, such as parent teacher conferences to keep abreast of child's progress.

Reading together with my child every day

"Children are made readers on the laps of their parents." Emilie Bushwald.

Providing my child with a library card

- Making regular visits to the library.
- The school will provide visits to the library so that students can fill out an application to attain a library card.
- Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect, Be Honest, Work Hard.
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school discipline policy.
- Express high expectations and offering praise and encouragement for achievement.
- Checking Aris Parent Link periodically to keep informed of my child's attendance, performance and support my child when needed.

Home School Connection

- The Parent Coordinator will conduct parent workshops that are geared to increase parent awareness about their student's academic strengths and weaknesses.
- We will be hosting our annual Math fun night, which is designed to expose parents to our Every Day Mathematics Curriculum and to provide them with skills and strategies that can be used at home to help their children at home.
- We will also continue to partner with The Street Merchants Association to host a Thanksgiving feast that will feed 75 families.

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 Mrs. Wilks	District 28	Borough Queens	School Number 121
School Name The Magnet School for the Performing Art			

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

Principal Mrs. Vadi	Assistant Principal Mrs. Zovich
Coach Mrs. Katz	Coach Mrs. Traca
ESL Teacher Mrs. Green	Guidance Counselor Mrs. Canal
Teacher/Subject Area Ms. Croce/Social Studies	Parent Mrs. Hawkins
Teacher/Subject Area Mrs. Crisafi/IEP Teacher	Parent Coordinator Mrs. Garrett
Related Service Provider Mrs. Brand/SETSS	Other type here
Network Leader Mrs. Wilks	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	919	Total Number of ELLs	30	ELLs as share of total student population (%)	3.26%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Part 2- ELL Identification Process

When parents initially enroll their child into our school, the pupil accounting secretary will administer the Home Language Identification Survey. The answers are analyzed by the ESL teacher, and a list of eligible students are administered the Language Assessment Battery (LAB-R), within 10 days of being admitted into the school. The teacher will usually conduct an oral interview with the newly admitted students, and the Spanish speaking ELLs will be administered the Spanish LAB-Rs. Those falling below the LAB-R cut scores will be eligible to be serviced by the ESL teacher. In April/May, all ELL students will be administered the NYSESLAT, by the ESL teacher and the testing coordinator. Parents will be notified of these tests by letters sent home. All ELL students are administered the NYSESLAT tests, grouped with their grades, and this test determines whether the students will continue to be eligible for ELL services.

When the ESL teacher meets with parents at ongoing parent meetings, a thorough description of the Transitional Bilingual Education, Dual Language and Freestanding ESL programs are outlined. The Parent Orientation Video is shown, and parents are offered different descriptive brochures about each program. If the need arises, a translator is hired to inform parents about the program choices.

Our school sends home native language continued entitlement and placement letters. The ESL teacher ensures that every letter is returned by following up with phone calls to parents encouraging the return of these letters. Parent Survey and Program Selection forms are returned after the Parent Orientation sessions. Placement letters and continued entitlement letters are kept in a Compliance Folder in the ESL room.

Identified ELL students are placed in the ESL program according to their proficiency levels. Notes are sent home to inform parents about their child's placement. These notes are written in the English and native languages. Follow-up phone calls are also placed.

After a careful review of Parent Survey and Program Selection forms for the past three years, it was concluded that 99% of parents chose ESL as their program choice. The remaining 1% chose to transfer their children to a bilingual program. Since there are not sufficient students to form a bilingual program, according to the above fact, a freestanding ESL program is the program offered at P.S. 121. However, if there are 15 or more parents who have requested a bilingual program, the administration will form a bilingual program, and the parents will be contacted to inform them that a bilingual program has been formed.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	4		8										14
Push-In			6		5	4	1							16
Total	2	4	6	8	5	4	1	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	4
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	26			4						30
Total	26	0	0	4	0	0	0	0	0	30

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	1	2	1	2	1							9
Chinese														0
Russian														0
Bengali	1	1			1									3
Urdu			1	1										2
Arabic		1		2										3
Haitian														0
French			1		1	1								3
Korean														0
Punjabi	1		3	2	2	1								9
Polish														0
Albanian														0
Other				1										1
TOTAL	2	4	6	8	5	4	1	0	0	0	0	0	0	30

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).

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

Programming and Scheduling Information

The ESL program is a push-in program, and students are grouped by grade, and have mixed proficiency levels. Beginner and intermediate ESL students are serviced for two units of ESL instruction and two units of ELA from their classroom teachers daily. The advanced ELL students are serviced for one unit in ESL, and one unit of ELA from their classroom teachers. Students are grouped heterogeneously for targeted areas of literacy instruction, according to their LAB-R and NYSESLAT scores. The administration and ESL teacher reviews the daily schedule and student proficiency levels to ensure all beginner and intermediate students are serviced for 360 minutes weekly and advanced students are serviced for 180 minutes weekly.

The following strategies are for helping ELL students with content area learning skills-
The teacher writes key words or phrases on the board. A pre-listening activity that explains the purpose for the listening activity, draws on students' background knowledge of the topic, and introduces key words and phrases they will hear.
One way to provide an active listening role for learners is by asking them to respond physically or in writing.
A story walk through is also an excellent tool to enhance content area learning. Pointing to various objects and characters as you read picture books captures ELL children's interest and helps them to learn the words that describe what they are seeing in the book. The use of repetitions and chants and acting out scenes from reading books can also enhance learning of content area subjects. The ESL teacher can also encourage students reading during read aloud and for books that have especially difficult language, it helps to preview the scene in a few, short easy phrases.

Newcomers who have not passed LAB-R assessments, have been assessed by the ESL instructor, and placed into their specific proficiency levels, and are provided with an extra instructional period. The ESL teacher provides specific, amplified instructional strategies to aid in their English language growth. These instructional strategies include providing literacy lessons, which model simpler skill structures. The ESL teacher utilizes language books, which are richly illustrated. Students also receive enrichment activities, which include phonemic awareness, while utilizing the Columbia Teachers Workshop Model. Our ongoing priority is increasing the attendance of newcomers in Saturday and after school programs.

Sife students are initially assessed by the LAB-R tests, and upon completion of this entrance assessment, students are placed into their specific proficiency levels. The academic instructional plan for SIFE students includes teaching English language skills utilizing easy to read literature, which contains an array of illustrations and large print words. This use of large print enables students to make a personal connection to the English language. In addition, the SIFE students are placed in an environment which utilizes alternative assessments, such as the students creating illustrations to depict picture to word associations.

For ELL students who have been in the program for 4-6 years, the ELL teacher will focus on vocabulary and language development, guided interaction and teaching meaning-based context by modeling and graphic organizers.

Regarding long term ESL students, the ESL teacher has designed a specific instructional curriculum for these students. This plan also includes emphasizing vocabulary and language development and explicit instruction or the direct teaching of concepts.

Special education and the ESL teachers collaborate monthly to determine the short term academic and lingual goals for each ELL student with special needs, as these evaluations should be progressive and open to change, as per the student's individual education plan.

A. Programming and Scheduling Information

Differentiated lessons will be tailored in order to meet the academic needs of these students. Teaching strategies to facilitate the ELL-SWD students include small group instruction that emphasizes peer group work. The ESL teacher will incorporate different ways to present the information, for example, the teacher will provide visual aids or story read alongs on tape to address the visual and auditory learners. Students will be given differentiated graphic organizers to meet their individual learning needs and styles.

Our push-in ESL program helps us to meet the diverse needs of our ELL-SWD students within the least restrictive environment. The ESL teacher assists the general education teachers in the classroom to provide small-group individualized instruction to these students. If the students are not able to achieve mastery of academic skills, the ESL teacher will reteach the skills, through the use of simpler text, working within groups to provide peer support, and will try to relate these skills to the childrens' cultures. Foundations and Wilson programs will be used as supplementary phonics programs. The ELL teacher consults the Individualized Education Plan for each ELL-SWD student on a consistent basis, to ensure that the academic needs of these students are being met.

Courses Taught in Languages Other than English ⓘ

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

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

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

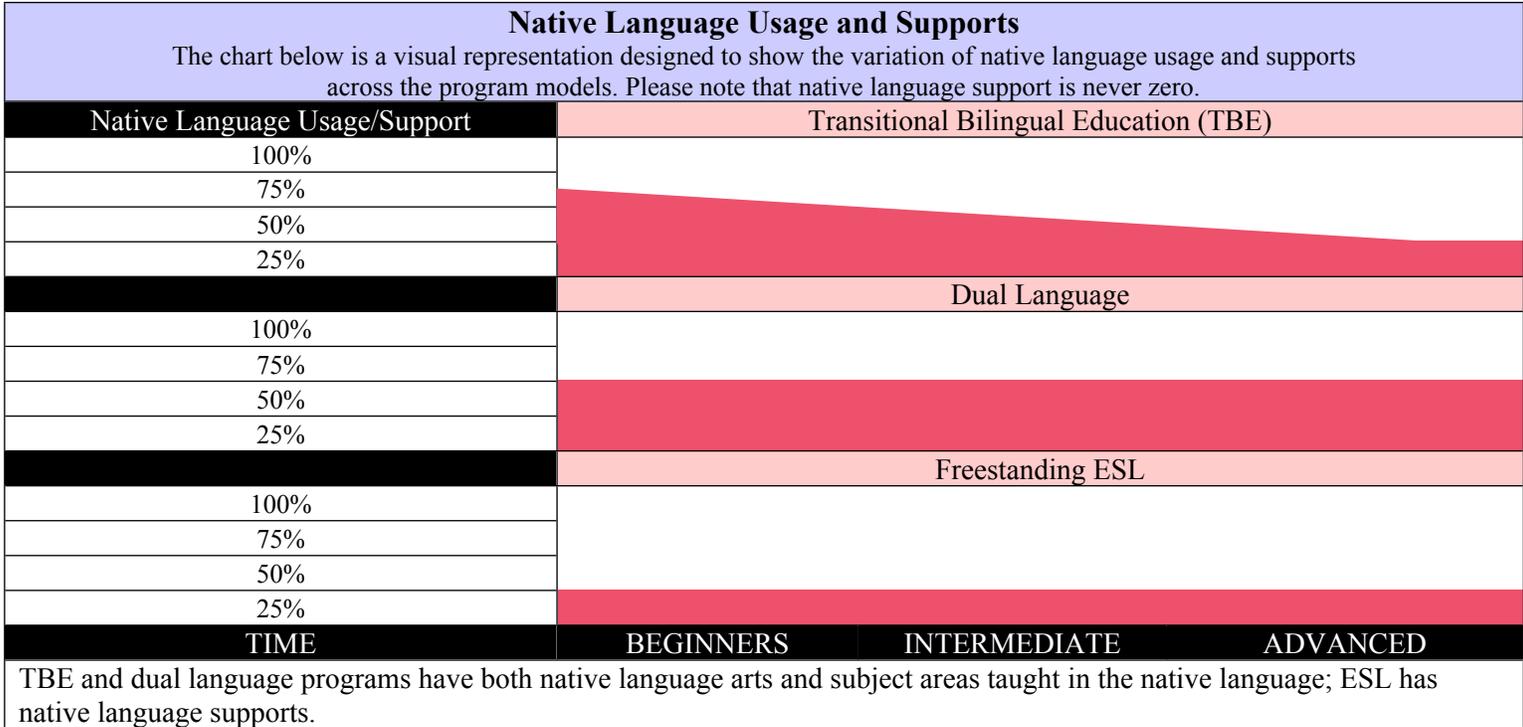
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
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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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

P.S.121 has an after school program for ELLs on Tuesdays and Wednesdays from 3:00 p.m. to 5:00 p.m. There is also Saturday school for ELLs as they are given academic instruction as part of the general school population. There are 10 ELL students who are enrolled in these programs and they are from grades 3-6. English is the language of instruction, and the teacher is a fully certified ESL teacher. The ESL teacher facilitates learning by providing specific, amplified instructional strategies to aid in the students' English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives. Early phonics readers, big book readers, sight word readers, vocabulary cards, graphic organizers and computer language learning activities are used to support ELLs. Photo tiles are also a teaching tool that can enhance beginner language learning activities.

Teachers of former ELLs who have passed the NYSESLAT, have met with the ESL teacher in order to discuss students' academic growth, and the ESL teacher has provided instructional materials for additional academic support.

There are new Promethean boards in classrooms, which aid instructional strategies. Small group instruction is provided throughout the day for ELL students. Students in grades 1-3 who need basic phonics and language development are currently using the Foundations and/or Wilson Language Basics with our IRT teacher. Additional services are provided by our reading specialists before, during, after school, and during our Saturday program. Instruction is provided in either small group or whole class instruction. Small group instruction is provided through reading comprehension strategy lessons, guided reading lessons utilizing Teachers College Reading and Writing and lessons to build grammar skills. Small group instruction is provided for ELL students before, during, after school, and on Saturdays using manipulatives for hands-on instruction. Games are used to reinforce skills and support retention. Dialogue is used to communicate mathematical methods, purpose, and reasoning. Visual aids are incorporated throughout instruction.

There are native language reading books that are available in ESL, the school library and the mainstream classrooms. Students have access to these books throughout the day.

Newly enrolled ELL students are given pamphlets that describe the upcoming activities in school, and outline some fun activities that correspond to English language learning through content areas.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

There are periodic staff development sessions, where the ESL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions at scheduled times throughout the year. Staff members will be trained in the use of assessment tools such as Acuity and will be able to access current information at any time to gauge the academic progress of ELL students. Professional development will be provided for the staff in differentiated instructional strategies to use. Teachers will use their informal assessments in conjunction with standardized data to measure progress. There will be ongoing weekly meetings with the ESL teacher and classroom teachers to ensure curriculum alignment.

The ESL teacher also attends monthly workshops hosted by Mr. Pierre Galvez that teaches different ways and methods to teach language and teaching strategies that will enhance the learning of ELL students. These sessions are ongoing and provide invaluable insight into the different teaching techniques that can enhance English Language learning.

The ESL teacher will work in conjunction with the school's staff developer to formulate an academic follow-up curriculum that will be distributed to those ELL students who will be transitioning to middle school.

E. Parental Involvement

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

Paste response to questions 1-4 here

Each year, P.S. 121Q has ongoing Parent Orientation sessions for the newly enrolled ELLs. The ESL teacher presents the sessions at the beginning of the year. This meeting provides parents with the information to make informed decisions as to their child's placement in an ELL program. Videos and handouts are available in various languages. Also, at these meetings we encourage parents/guardians of ELLs to participate in school leadership teams, school activities, join the PA, serve as learning leaders in the school and attend parent/teacher conferences. The Parent Coordinator and ESL teacher are involved with the parents of ELLs by providing them with workshops, with the assistance of volunteer translators. In addition, the Parent Coordinator is readily available to meet with parents on a personal basis. Parent involvement and input is an integral facet of maintaining a positive home-school relationship. Parent choices are reviewed on a periodic, ongoing basis, in order to provide them with options regarding their children's education, whereas their choices will be respected.

The ESL teacher and the Parent Coordinator are able to meet with most ELL parents at PA meetings and Meet the Teacher night, to evaluate needs and address problems and concerns. P.S. 121 has Family Fun Night and Culture Day where the parents are encouraged to attend and participate in these activities.

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)	2	3	1	4	2	1	0							13
Intermediate(I)	0	0	4	4	1	2	0							11
Advanced (A)	0	1	1	0	2	1	1							6
Total	2	4	6	8	5	4	1	0	0	0	0	0	0	30

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

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

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

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

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

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

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

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

Paste response to questions 1-6 here

Assessment Data

The following is an analysis of ELL students' scores on the NYSESLAT tests-

2011 ESL Data

NYSESLAT Reading and Writing (Comparison of 2009-2010 scores to 2010-2011 scores)

Kindergarten and Grade 1- 100% progress

Grades 2-4- 68% progress

Grades 5-6- 75% progress

NYSESLAT Listening and Speaking (Comparison of 2009-2010 scores to 2010-2011 scores)

Kindergarten and Grade 1- 85% progress

Grades 2-4- 90% progress

Grades 5-6- 100% progress

The ESL teacher is trained to use a variety of assessment tools. Currently we are using Acuity, E-Class, ELA Scores, Interim Assessments, Fountas and Pinnell Running Records, and of course, Kid Watching to assess the early literacy skills of ELL students. The ESL teacher will combine students' informal assessments with standardized data to measure individual progress and help drive instruction.

An analysis of LAB-R scores for the current year, 50% of ELL students are on the beginner level, while the other 50% was proficient. An analysis of NYSESLAT scores showed that 20% of students are on the beginner level, 38% are on the intermediate level and 42% are on the advanced level.

P.S. 121 Q is on track for meeting this goal of ELL students increasing their reading levels by 3-5%.

ELL interim assessments have been reviewed, and based on these reviews, the ESL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of literacy assessments showed that 10% of ELLs scored below the grade level performance, 40% of ELLs scored approaching grade level performance, and 50% scored at grade level standard. There continues to be professional development sessions that focus on extending scaffolding strategies in Literacy. The ESL teacher meets with the literacy coach, in order to discuss and review instructional literacy tools to provide differentiated literacy instruction for ELL students. Analysis of math assessments showed that 20% scored below grade level performance, 40% scored approaching grade level performance, and 40% scored at grade level standards. The ESL teacher and the math teachers are working on ongoing assessment and teaching strategies that are used to determine movement towards math core curriculum standards.

Analysis of NYSESLAT scores showed that 85% percent of beginner students showed improvement in speaking and listening, and

showed 100% improvement in reading and writing. 60% of intermediate students also showed improvement in reading and writing, and showed considerable improvement in speaking and listening. Advanced students showed an overall improvement in speaking, listening, reading and writing. To address the needs of ELL students in the areas of reading and writing, the ESL teacher has set up small task-oriented groups, in which students have purpose and direction for comprehensive reading assessments and confidence in their writing approach. The ESL teacher provides students who are less proficient in language the necessary time to interact with those who are more proficient.

Continuous collaboration between the ESL teacher and classroom teachers to ensure curriculum alignment and academic progress of ELL students continues to be an ongoing priority to achieve this goal and objective. The evidence that P.S. 121 is on track with this goal and objective is the academic progress of ELL students as is evident in ELA scores, interim assessments, classroom progress indicators and NYSESLAT scores.c

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: P. S. 121 Queens

School DBN: 28Q121

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Vadi	Principal		11/23/11
Mrs. Zovich	Assistant Principal		11/23/11
Mrs. Garrett	Parent Coordinator		11/23/11
Mrs. Green	ESL Teacher		11/23/11
Mrs. Hawkins	Parent		11/23/11

School Name: P. S. 121 Queens

School DBN: 28Q121

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Croce/Social Studies	Teacher/Subject Area		11/23/11
Mrs. Crisafi	Teacher/Subject Area		11/23/11
Mrs. Katz	Coach		11/23/11
Mrs. Carrao	Coach		11/23/11
Mrs. Canal	Guidance Counselor		11/23/11
Mrs. Wilks	Network Leader		11/23/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28/Q/ School Name: P.S. 121 Queens

Cluster: CFN Network: 209

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.

Upon verbal input from classroom teachers, parent coordinator and administrators, it was evident that school letters concerning after school programs, promotion in doubt, class placement, student progress, special education and the school programs were often not acknowledged, returned or signed by parents of ELL learners, who speak languages other than English. This lack of acknowledgement is due to these letters not being written in the native language, therefore leading to miscommunication between school and parent. When the ESL teacher conducts the initial oral interview with the parents, it is then determined whether the parent needs language assistance. These HomeLanguage Identification Survey forms are kept in an ESL Compliance folder, and all home correspondence documents are sent home in the translated versions. An in-house or a translator from A-1 translation services are hired for all verbal correspondences. Punjabi and Hindi are the languages for which translation services are needed.

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.

P. S. 121 conducted an assessment of oral translation needs after conducting meetings with parent coordinators, classroom teachers, the school based support team and administrators. It was evident that there was a need for translators for various parent meetings. These findings and translation action plan were shared at monthly grade meetings and P.T.A meetings, so that the school community were informed of the procedures that would be taken by P.S. 121 to meet the language needs of all parents.

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.

P.S. 121 plans to provide ELL students with translated versions of the above named school letters and they will also be provided with translated versions of discipline guidebooks, report cards and student agenda handbooks. Upon registration and filling out the Home Language Identification Survey, the home language will be determined, and the necessary documents that will be sent to the parent, will be translated. A1 Translation services, an outside vendor, will provide a translator for 10 hours to translate certain written documents. If there needs to be Spanish translation of documents, a member of the teaching staff will be able to do this.

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.

Translators will provide communication services for parents of ELL students and mainstream students. There is a need for translators at parent orientation meetings, Parent Association meetings and parent teacher conferences. There will also be translators for ongoing school and /or Project Arts parent workshops. In addition, there needs to be a translator for telephone translations in emergency situations. These translation services will be provided with a translator from A1 translation services. If there needs to be a translator for the Spanish language, a member of the staff will be able to orally translate.

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>.

Parental notification of translation and interpretation services will be achieved by sending home letters informing parents about translation services that are available at P.S. 121. The option of having translation services will also be discussed at monthly P.A. meetings, and at Parent Orientation Meetings that the ELL teacher coordinates, so that the parents are offered translated documents, or are informed of their rights to have a translator to orally translate.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 121 Queens	DBN: 28Q121
Cluster Leader: Ms.Despina Zaharakis	Network Leader: Ms.Marlene Wilks
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: F status ESL Teacher
Total # of ELLs to be served: 38 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 2 # of content area teachers:

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:

Direct Instruction Supplemental Program – P. S. 121 believes that supplemental programs should enhance language learning through content area teaching and specific amplified instructional strategies. P.S. 121 has an after school program for ELLs on Mondays and Tuesdays from 3:00 p.m. to 5:00 p.m. There are 10 ELL students who are enrolled in these programs and they are from grades 3-5. These students(after NYSESLAT and LAB-R data analysis) are the students who need the most help with language acquisition skills. English is the language of instruction, and the teacher that teaches after school is a fully certified ESL teacher. The after school program will begin in November and end in May, with approximately 45 sessions.

The Award Reading Program will be used in the after-school program. This is an interactive program that teaches reading through interactive and technological access to a wide variety of texts and resources.

There will also be a fully certified, F-status ESL teacher(who will work 2 days a week) and will also be helping 28 ELL students with Math, Science and Social Studies. These students are also students, who after studying NYSESLAT, LABR scores and formal and informal teacher assessments, are the students who can benefit from additional academic instruction. The F-status teacher will be pushing in during content area instruction, such as for Social Studies and Science. The F-status teacher is able to service the beginner and intermediate ESL students for the required number of minutes, because she is in classrooms for double periods. This is a supplementary program, and she will be servicing grades 1 & 2 during periods 1&2, and during periods 3&4 she will be servicing grades 4 &5. She will also be servicing grade 5 during periods 7&8. She will focus on teaching ways to acquire the English language through the use of content areas. She will implement various instructional strategies, such as demonstration and modeling with use of mentor texts, language enrichment activities, and programs to ensure that ELL students meet the standards. Academic language development focuses on language functions, structure, and vocabulary lessons which are all included as part of daily instruction. We always work in congruence with the classroom teacher, and instruction is designed to facilitate the learning of various proficiency levels. We use Columbia’s Teacher’s College Reading and Writing Program for the acquisition of English language skills in ELLs. The ESL program utilizes various scaffolding strategies. Our program is student-centered and instruction is based on the students’ needs and interests. Our instruction is based upon the Common Core State Standards. This supplemental program will also begin in November and end in May, with approximately 40 sessions.

The ESL teacher facilitates learning by providing specific, amplified instructional strategies to aid in the students’ English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar,

Part B: Direct Instruction Supplemental Program Information

and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives. These support services will emphasize test-taking strategies for both the ELA and Math state tests, ways to decode academic language and a focus on understanding the language component in comprehension activities.

There are standards-based materials that are accessible to students, and these materials include easy language books with rich illustrations, books on tape that accompany illustrated texts, teaching visuals and leveled books that are related to the students' cultural backgrounds. Students are immersed and surrounded by texts, visuals and a print-rich environment.

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: There are also periodic staff development sessions, where the ESL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions that will be offered every other month, during Lunch and Learn sessions. The ESL teacher, along with the F-status teacher, will also attend monthly meetings with Mr. Pierre Galvez in order to receive training on ways to achieve academic success for ELL students. The ESL after school teacher (who is not the regularly assigned daytime ESL teacher) is also encouraged to attend these sessions, and when unable to do so, is provided a staff development session with the ESL teacher who passes on this workshop information. Some of the topics to be covered are-Teaching ELLS through aligning the Common Core State Standards with instruction, Integrating Vocabulary through Language, Ways to Scaffold Language etc.

Part D: Parental Engagement Activities

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

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

Begin description here: P.S. 121 Q will have ongoing workshop sessions for the parents of the Title III ELL students. These meetings will focus on language development activities, and will be conducted once a month for two hours. Parents will be informed about language learning activities that they can

Part D: Parental Engagement Activities

practice at home. The ESL teacher and Parent Coordinator will provide translators at these meetings, and parents will also be informed about community activities that will facilitate language learning activities for their children. These workshop sessions will target approximately 15 parents who are the parents of our current and former ESL students.

Mrs. Green, the ESL Coordinator, along with Mrs. Garrett, the Parent Coordinator, will conduct these meetings and some topics to be covered are- Ways to help your child with Homework, Ways to teach Language on an Everyday Basis, Helping your child through the use of literature.

Parents will be notified of these meetings by phone calls and letters sent home. These letters will be sent home in the parents' preferred languages.

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 supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

