



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME: 25Q129

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SUPERINTENDENT: DANIELLE DIMANGO

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
Marilyn Alesi	*Principal or Designee	
Tobe Reale	*UFT Chapter Leader or Designee	
Denise Kilpatrick	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Antonella Rolleri	Member/Parent	
Anju Sinha	Member/Parent	
Christine Passos	Member/Parent	
Danielle Zuvich	Member/Parent	
Danielle Pisanti	Member/Counselor	
Amy Bienkowski	Member/Teacher	
Angela Fiorenza	Member/Assistant Principal	

** 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.

To build teacher teams capacity to align literacy units of study with the Common Core Learning Standards (CCLS), each grade/or cluster teacher in articulation with the grade, will revise literacy curriculum maps and implement **two** common core units of study that embed the priority ELA instructional shifts. Student learning will be assessed with rigorous, culminating performance tasks embedded within the units of study. 65% of students will meet standards based on rubrics and work samples.

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.
 - Teachers at P.S. 129 continue to revise and adjust literacy units of study each year. Due to the Common Core Instructional Shifts and Citywide Instructional Expectations that are presented each year by Central, constant revisions are needed.
 - Examination of various data documents such as the Progress Report, Learning Environment Survey and State Report Card helped us develop this goal.

Instructional strategies/activities

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

Building off of last year's work, over the course of the 2012-13 school year, each grade/ or cluster teacher in articulation with the grade, will revise literacy curriculum maps, and implement **two** common core units that embed the skills outlined in the relevant CC instructional shifts, and assess student learning with rigorous performance tasks as summative assessments of the units of study.

- All teachers will participate in weekly meetings during their common planning periods.
- All teachers will participate in a professional development session to review data from the Progress Report.
- All teachers will receive professional development in analyzing data from the 2011-2012 ELA State Assessment results and Assessment Pro.
- Teacher teams will examine student work from the 2011-12 school year and the current year to identify and understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, teams will refine curriculum units and engage in a discussion to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet with teacher leaders, join team meetings on a regular basis, and help coordinate this work across the grades.
- At team meetings and Instructional Lead Meetings, strategies in the use of assessments to evaluate the effectiveness of the strategies and activities will be discussed and shared
- Network Instructional Specialists will assist and guide teams when necessary.
- Teacher teams will develop units of study, which result in rigorous tasks and student work.

- Subgroups including ELL and SWD will be addressed in the teachers' planning.

Strategies to increase parental involvement

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

Parent Workshops on the following topics will be provided throughout the year by Network Specialists; School Specialists; Outside providers. These include: Homework Help, Parent Book Clubs, ELL Workshops, Early Grade Learning, Math Help, ELA Help, Learning about the Common Core Standards, Arts and Craft Workshops with Your Child, Helping Parents Understand the Instructional Expectations, and other ongoing workshops that take place two to three times monthly. Translators will be provided as needed. Parent telephone reminders are sent out for workshops.

Parents are also invited to celebrations of literacy topics from the curriculum maps.

Budget and resources alignment

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

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

X Tax Levy X Title I X Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Use of Tax Levy funds for teachers, supplies and substitutes.
 - Professional development will be supported by ARRA and Title I per diem and per session.

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.

To continue to improve teacher effectiveness, by the end of the 2012-13 school year, 80% of classroom teachers will participate in a minimum of 8 hours of professional development around the three selected Danielson competencies (Designing Coherent Instruction, Using Assessment in Instruction, Questioning and Discussion Techniques). Short, frequent cycles of formative classroom observations will follow and meaningful formative feedback with next steps will be provided. Additionally, two written feedback letters will have been generated to staff showing implementation of suggestions for 65% of teachers.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Instructional Shifts and Instructional Expectations created a continuing need for this goal. Teacher feedback has a direct correlation to student achievement.
 - New staffing and grade changes create a need for this goal, as well.

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.
- Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
- In September, school leaders ask for teachers' input on the type(s) of feedback they find most helpful.
- School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.
- September will be spent taking low inference notes and giving verbal feedback to teachers.
- October 5 PD day will be partially devoted to the three Danielson competencies and a feedback form for each will be shared with the entire staff for their input and feedback.
- Beginning October 15 low inference notes and verbal and **written**, not for file, feedback will begin and carried out throughout the school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Workshops on the following topics will be provided throughout the year by Network Specialists; School Specialists; Outside providers. These include: Homework Help, Parent Book Clubs, ELL Workshops, Early Grade Learning, Math Help, ELA Help, Learning about the Common Core Standards, Arts and Craft Workshops with Your Child, Helping Parents Understand the Instructional Expectations

- Other ongoing workshops that take place two to three times monthly.
- Translators will be provided as needed.
- Parent telephone reminders are sent out for workshops.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Use of Tax Levy funds for teachers, supplies and substitutes.
 - Professional development will be supported by ARRA and Title I per diem and per session.

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.

To build teacher teams capacity to align Everyday Math units of study with the Common Core Learning Standards (CCLS), each grade/or cluster teacher in articulation with the grade, will revise literacy curriculum maps and implement **two** common core units of study that embed the priority mathematics instructional shifts. Student learning will be assessed with rigorous, culminating performance tasks embedded within the units of study. 75% of students will meet standards based on rubrics and work samples.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Instructional Shifts and Instructional Expectations created a continuing need for this goal. Teacher feedback has a direct correlation to student achievement.
 - Everyday Math, the Core Curriculum of NYC, does not follow the instructional shifts and, therefore, teacher correlation is necessary.

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.
- All teachers will participate in weekly meetings during their common planning periods.
- All teachers will participate in a professional development session to review data from the Progress Report
- All teachers will receive professional development in analyzing data from 2011-2012 and math results
- Teacher teams will examine student work from the 2011-12 school year and the current year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, teams will refine curriculum units and engage in a discussion to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet with teacher leaders, join team meetings on a regular basis, and help coordinate this work across the grades.
- Network Instructional Specialists will assist and guide teams when necessary.
- School-wide schedule of cohesive problem solving strategies from grades 1-5.
- Teacher teams will develop units of study, which will result in rigorous tasks and student work.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Workshops on the following topics will be provided throughout the year by Network Specialists; School Specialists; Outside providers. These include: Homework Help, Parent Book Clubs, ELL Workshops, Early Grade Learning, Math Help, ELA Help, Learning about the Common Core Standards, Arts and Craft Workshops with Your Child, Helping Parents Understand the Instructional Expectations, and other ongoing workshops that take place two to three times monthly.
 - Translators will be provided as needed.
 - Parent telephone reminders are sent out for workshops.
 - Parents are also invited to celebrations of literacy topics from the curriculum maps. Many parents have taken part in class debated during open-school week.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
X _____ Tax Levy X _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Use of Tax Levy funds for teachers, supplies and substitutes.
 - Professional development will be supported by ARRA and Title I per diem and per session.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Students in grades 4 and 5 including students with disabilities and English Language Learners, will demonstrate the ability to use clear and relevant evidence to support their opinions and statements in essays aligned to the instructional expectations of the CCLS. Across subject areas and grades, a minimum of 75% of students will achieve a 3 or better (on a common rubric) in their use of evidence in their essays in the spring.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Instructional Shifts and Instructional Expectations created a continuing need for this goal.
 - Opinion Writing, Persuasive Writing, Non Fiction Reading and Writing needs to be increased.

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.
- All classroom teachers will implement two Common Core-aligned writing units that embed expectations for students to develop claims and counterclaims and to support claims using valid reasoning and relevant and sufficient evidence.
- After participating in professional development sessions about Common Core-aligned, evidence-based essay-writing units (including grading these essays using common rubrics), teachers will collaboratively plan writing units that develop students' capacity in the targeted areas.
- Teachers will implement writing units and, during teacher team meetings throughout the year, teachers will use protocols to assess the effectiveness of the writing unit. Instructional resources from the Common Core Library will serve as design models.
- All classroom teachers will implement two of these writing units to their students by June 2013.

Strategies to increase parental involvement

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

- Parent Workshops on the following topics will be provided throughout the year by Network Specialists; School Specialists; Outside providers. These include: Homework Help, Parent Book Clubs, ELL Workshops, Early Grade Learning, Math Help, ELA Help, Learning about the Common Core Standards, Arts and Craft Workshops with Your Child, Helping Parents Understand the Instructional Expectations, and other ongoing workshops that take place two to three times monthly.
- Translators will be provided as needed.
- Parent telephone reminders are sent out for workshops.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Use of Tax Levy funds for teachers, supplies and substitutes.
 - Professional development will be supported by ARRA and Title I per diem and per session. Title III funding will be utilized solely for an F-status teacher to supplement ELL services and provide RTI services.

ANNUAL GOAL #5 AND ACTION PLAN
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	Response to Intervention Fluency assessments Guided Reading	One to One tutoring Small group Multiple Entry Points	Extended Day During the School Day Saturday Program 4/5
Mathematics	Response to Intervention Problem solving strategies	One to one tutoring Small group Multiple Entry Points	Extended Day During the School Day Saturday Program 4/5
Science	Scaffolded learning Coherent Instruction	One to One tutoring Small group Multiple Entry Points	During the School Day
Social Studies	Scaffolded learning Coherent Instruction	One to One tutoring Small group Multiple Entry Points	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Banana Splits Bully Prevention	One to One Small group	During the School Day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

All teachers at P.S. 129 are Highly Qualified.

The process for recruiting new teachers is through an interview process. We have reviewed resumes from Open Market and the New Teacher Finder. Teachers must sit through two interviews and perform a demonstration lesson. They are given professional development throughout the year during full day Professional Days, half day professional days and twice monthly grade conferences. Grades work together to plan and support each other. We have hired an additional f-status teacher to provide professional development by demonstration lessons, feedback and grade meetings for new teachers and those in need of any assistance.

All new teachers are mentored by an f-status former supervisor. She meets with them twice weekly to provide professional development in classroom management, Instructional Expectations, Instructional Shifts, ELA, Math. She also assists in helping teachers fully understand the Danielson Framework targeted areas.

INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

P.S. 129 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: a Balanced Literacy approach to reading and writing; Everyday Math; hands-on Science; Interactive Social Studies units and Arts through the Content Areas are all programs which will raise student achievement.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2012 and March 2013.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards will be distributed to grades 1-5 in November, March and June. Interim assessments will be disseminated to parents through the ARIS website and the school website. Kindergarten report cards will be distributed in February and June, with a school interim report in November {Parent/Teacher Conferences are held in November and March. Interim Parent Conferences are held as needed.}
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Meet the Teacher time will be held in the beginning of September. Parent/Teacher conferences will be held in November and March. Parents may also request a meeting with the teacher, guidance counselors, providers or administration in writing at any time during the school year.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open School Week provides parents with a chance to view their child's class in action. Classes hold class celebrations in writing, which parents are invited to. Class performances are open to parents. Parents can volunteer to help on various school committees and class trips.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Admunsen/Diane Foley	District 25	Borough Queens	School Number 129
School Name Patricia Larkin School			

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

Principal Marilyn Alesi	Assistant Principal Angela Fiorenza
Coach	Coach
ESL Teacher Leslie Sherman/ESL	Guidance Counselor Ivy Manheim
Teacher/Subject Area Denise Diliberti/ESL	Parent
Teacher/Subject Area Anna Cerilli/ESL	Parent Coordinator Laura Buquicchio
Related Service Provider type here	Other type here
Network Leader type here	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	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1010	Total Number of ELLs	127	ELLs as share of total student population (%)	12.57%
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Part II: ELL Identification Process

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

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

1. When students are registered at P.S. 129 parents are given a Home Language Identification Survey to fill out. A licensed pedagogue, most often an ESL teacher, conducts an informal oral interview in English and the native language, if possible. The licensed ELL teachers are Anna Cerilli, Denise Rizwan DiLiberti, Leslie Sherman and Linda Avgoustidis. Other staff members may be called in to translate if necessary.

Students identified as having a second language are administered the LAB-R formal assessment within ten days of registration by either Anna Cerilli, Denise DiLiberti or Leslie Sherman, one of the licensed ESL teachers. The Spanish LAB is also administered within this time frame, if applicable. The assessment is sent to be scored and those students scoring at or below the cut scores are placed in an ESL program and given support by an ESL instructor. Students who score as beginner or intermediate are given eight periods of instruction per week by a licensed ESL teacher. Those students who score as advanced are given four periods of ESL instruction per week. Those who score as English proficient have tested out of the program but are given support as needed, though not on a formal regular basis. All ELLs in the program are annually evaluated using the NYSESLAT exam in the spring as per the NYSESLAT testing calendar. ATS reports, RLAT, etc. are used to determine who is administered the NYSESLAT test. The testing coordinator, Angela Fiorenza, along with the ELL teachers, create a schedule for testing the students who must be administered the NYSESLAAT. There is record keeping to make sure all children take all four parts of the test are administered.

2. Throughout the year we conduct several parent orientation meetings for parents of students who are new to the program. Anna Cerilli, Leslie Sherman and Denise DiLiberti prepare and give this orientation meeting with translators from our school and the Parent Coordinator, Laura Buquicchio. During the orientation, given within the first ten days of school, the three program options (Transitional Bilingual, Dual Language, and Freestanding ESL) are explained to the parents. Parents are also given a brochure in their language explaining each program option. A video explaining the three options is available for parents to view in several different languages. Translators are invited to ensure that parents of several different language groups understand their options. Parents who are unable to attend a regularly scheduled orientation meeting are invited to call the school to arrange a meeting with an ESL teacher, named above, to explain the three program options. If they are unable to meet they may call and speak with an ESL teacher. Brochures in their language and program choice letters are then sent home to be completed. Parent orientations are given as children arrive after the school year begins within a ten day period.

3. Records are kept by the ESL department to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned. Several parent orientation meetings are held throughout the year for those parents who have not yet returned forms. In addition, forms are received and filled out during Parent/Teacher conferences, giving ESL teachers the opportunity to address concerns that parents may have. The parent coordinator also follows up with those parents who did not attend orientation and survey and program selection forms are asked to be filled out.

4. Entitlement letters are sent home to parents of students identified as ELLs. Parents are invited to an orientation which explains the three program models. During the orientation they receive a brochure and also watch a video in their native language to further explain the models. Parents fill out a survey to choose which model they prefer for their child. They are informed that if enough parents with children who speak the same language choose a bilingual or dual language program, said program would be created in our school.

Surveys are reviewed monthly and languages are counted to determine if there are enough students speaking the same language to create a bilingual or dual language program at our school. If a class would need to be created, parents would be contacted and a meeting would be conducted to determine if their original program choice still stands. Procedures would be followed to create a class.

5./6. The program models offered at our school aim to satisfy the requests of parents. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is for a Freestanding ESL Program. Eighty-four percent of parents, regardless of their language origin, prefer a Freestanding English as a Second Language Program. At present, only nine percent of parents have shown a preference for a Bilingual Program and seven percent prefers the Dual Language Program. If at least 15 parents with children of the same language group in the same grade request either the Bilingual or Dual Language Program, the school would set up one of these types of programs. At present, there is no Bilingual or Dual Language Program in our school.

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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	24	8	8	15	9	8								72
Total	24	8	8	15	9	8	0	0	0	0	0	0	0	72

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	22
SIFE		ELLs receiving service 4-6 years	54	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	73		4	54		18				127
Total	73	0	4	54	0	18	0	0	0	127

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	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																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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	15	13	10	9	8	12								67
Chinese	8	11	2	13	5	5								44
Russian														0
Bengali														0
Urdu														0
Arabic	1		2	2	3									8
Haitian														0
French														0
Korean	1	2				1								4
Punjabi	1													1
Polish														0
Albanian														0
Other	1		1			1								3
TOTAL	27	26	15	24	16	19	0	0	0	0	0	0	0	127

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. A push-in program model is used school-wide to deliver instruction. ESL teachers push into classrooms using approaches of parallel, station, and alternative teaching. All classes are heterogeneous. ELLs who attend the extended day period are given added support.

2. All ELLs in our school receive the New York State mandated number of hours for acquiring English language skills by certified ESL teachers. Beginning and intermediate students receive eight periods of instruction per week, totaling 360 minutes. Advanced level students receive a single forty-five minute period four times a week, totaling 180 minutes.

3. ELA, Math and other content areas are delivered in English in a co-teaching setting during the school day as well as during the extended day period. Differentiated instruction is delivered to all ELLs through various approaches and methods to make content comprehensible and enrich language development. Objectives are clearly defined, meaningful activities are provided, vocabulary is pre-taught, and concepts are made clear through modeling, gestures, visuals, etc. Scaffolding techniques and critical-thinking questions are used throughout lessons. Children work actively in a student-centered environment. Every lesson addresses all four language skills. Newcomers are taught basic social and academic language skills. If possible, the native language is used to clarify any confusion. Students are also paired with reading partners who speak their native language. Bilingual dictionaries, bilingual paraprofessionals and native language materials are used. The review and assessment of student comprehension and learning is on-going. Students are given preparatory instruction throughout the school year for both the NYSESLAT and the ELA. Specific strategies are targeted based on students' previous performance on the reading and writing sections of the NYSESLAT.

4. After being administered the LAB-R and a Spanish-speaking student is identified as an ELL, he/she is then evaluated with the Spanish LAB. At present, there are no formal evaluations in any other native languages.

5. Teachers at P.S. 129 believe that all students are able to succeed. This attitude creates a learning environment where instruction is tailored to students' needs. Teachers have specific learning objectives and performance tasks and provide multiple options for the students to learn. This differentiated instruction is delivered to all students in the classroom and always aligned with Common Core Learning Standards. Different assignments, outcomes of a lesson, and pacing, help ELLs process information and achieve the level of success expected of them.

Presently there are no SIFE students enrolled, however, our instructional plan for SIFE students includes the following: A supportive

A. Programming and Scheduling Information

environment for the students will be provided with a bilingual staff, ESL teachers using specific methods to help SIFEs reach academic success, a buddy system with classmates, and parent coordinator support for both students and parents in the school. Sheltered instruction in the form of an increased use of visuals and collaborative learning activities will be implemented. Thematic curriculums and individual learning plans as well as an adapted curriculum will be used to cover most relevant information that is accessible and age appropriate. Explicit instruction will be given in the basic reading components: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Finally, students will have access to a literacy rich environment.

Regarding newcomers, a similar plan is put in place. A print rich environment is provided for students. Word associations and KWL charts are used to activate prior knowledge. Students are engaged in hands-on learning through role-play, drama, TPR, and SMARTBoard activities. New vocabulary is analyzed in context and definitions are explained and rephrased. Explicit instruction in the basic reading components is given, and students work in collaborative discussion groups to develop and practice social skills. In addition, students are given a tour of the school so they can locate important places and are taught the names of important people. Specific school routines and behavior expectations are reviewed. The child's native language is used when necessary.

For ELLs receiving service between 4-6 years, small group instruction is provided to target their specific needs. Previous testing data is used to identify their academic weaknesses and to teach them strategies and skills to improve their academic performance. Reading fluency kits are used along with books of the month to provide continuity of literary accountable talk. Picture cards and picture dictionaries provide additional visual support. Students are guided in editing and publishing final pieces in writing and research. They are encouraged to use computer and internet programs that are designed to increase vocabulary and improve grammar.

Regarding long-term ELLs, a focus on literacy development across content areas is key. Explicit vocabulary instruction, sentence analysis, and scaffolding activities are used. Teachers collaborate on lesson planning tailored to students' needs.

6. ELLs identified as having special needs receive small group instruction provided by means of parallel, alternative and station teaching models. Students attend an extended day program and are assisted in the classroom by bilingual paraprofessionals. In addition, picture dictionaries and books in the native language are available for them. Reading fluency kits are used along with accountable talk to improve comprehension. The LeapPad Schoolhouse Program and books on tape are available in reading instruction. For all subgroups that are to be tested, emphasis is placed on test preparation two months prior to the state tests in ELA, Mathematics, Science and NYSESLAT.

7. In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, ESL teachers utilize the push-in model to collaborate curricular and instructional strategies aligned with Common Core Learning Standards. Both classroom and ESL teachers are flexible in scheduling common literacy periods to focus on specific needs of ELL-SWDs.

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

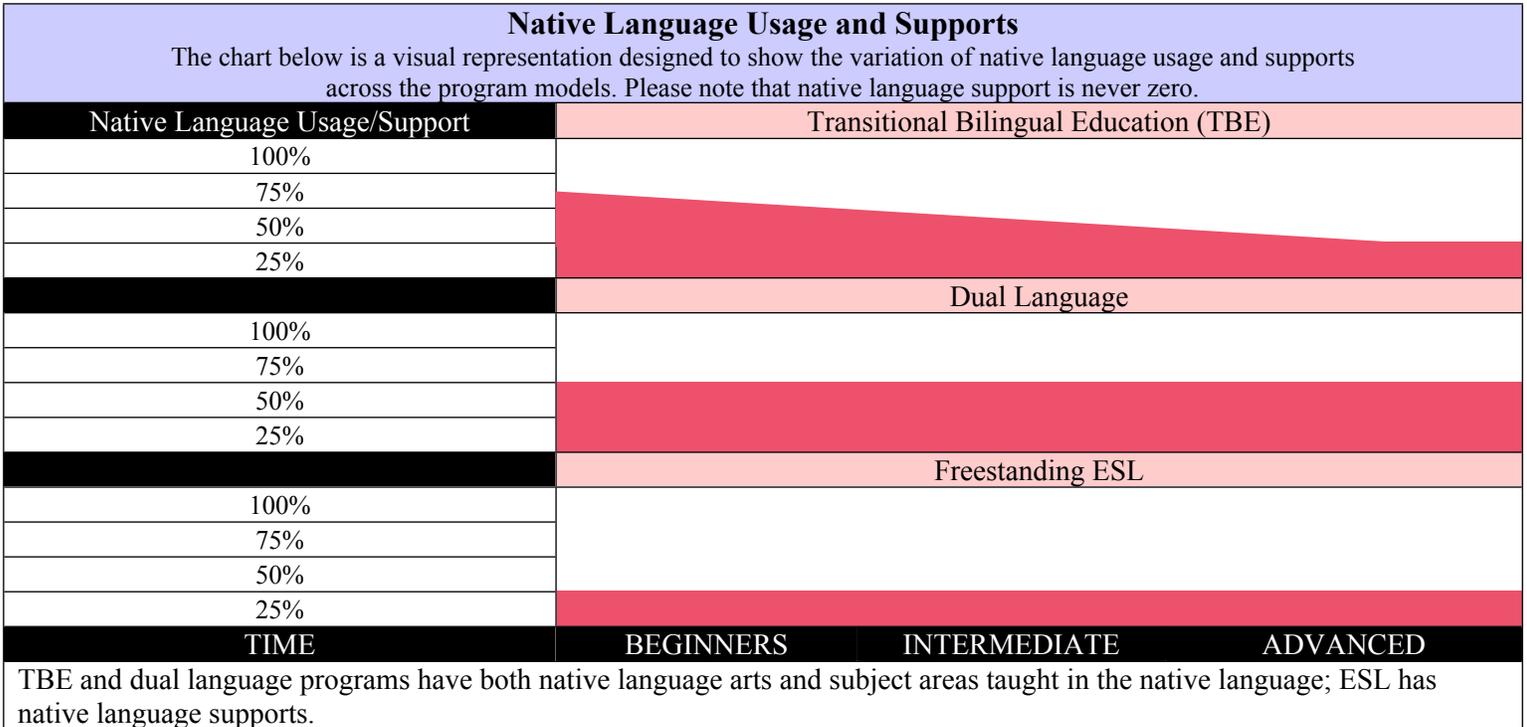
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. Small groups work on vocabulary intervention through language analysis, fluency intervention through reading fluency kits, and phonics intervention through Wilson and Foundations programs. Extended day focuses on small groups in Math and/or ELA. All interventions are offered in English for all ELL subgroups, and the native language is used whenever possible to make content more comprehensible.
9. Students who reach proficiency on the NYSESLAT are monitored for two years after reaching proficiency. If students are not successful in class, transitional support is offered based on individual needs, though not on a formal regular basis. This support may be limited to specific content areas as needed. Test modifications are provided for all transitional students for up to two years after passing the NYSESLAT.
- 10./11./12. The nature of the ESL program has been changed from a pull-out model to a push-in model to provide continuity in the classroom. Both teachers work together in a team teaching model to provide differentiated instruction to all students. At present, there is no after school program available. However, a morning extended day program is offered to ELLs. In addition, ELLs can participate in extracurricular activities, such as basketball, cheerleading, and ballroom dancing. We have a dance teacher that teaches content areas through dance and movement. Students learn vocabulary development, cultural differences and similarities, and following directions.
13. Picture dictionaries, books on tape, LeapPad Schoolhouse Program, Fundamentals Magnetic Card Program, reading fluency kits, and picture cards are used to support ELLs in the classroom. Internet access is available for educational websites designed to increase vocabulary and improve grammar. A Wordly Wise Program is implemented to help ELL students increase vocabulary development. Interactive SmartBoard activities are used to enhance English proficiency.
14. Native language support is delivered to the students through bilingual paraprofessionals, bilingual picture dictionaries, bilingual books on tape, and books in the native language. Any teacher working with ELLs who speaks the native language may also deliver instruction in that language in a small group setting. Additionally, a buddy who speaks the same language may provide support by translating instructions and/or assignments.
15. All required services support ELLs' ages and grade levels in line with the curriculum. Resources are age-appropriate and accessible to all grade levels.
16. New student orientation for all parents and students is provided before the beginning of the school year in August. Kindergarten orientation takes place in early September. For Kindergarten students who are newly enrolled before the beginning of the school year, a packet is provided encouraging the parents to work with their children on basic skills that they will need in school. Separation anxiety workshops are also provided by the guidance counselor to help students adjust to their new environment. Parents are encouraged to contact the parent coordinator with any questions or concerns that arise.
17. There are no language electives offered at P.S. 129Q.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All ELL personnel attend grade and faculty conferences devoted to differentiated learning and inquiry work. Bi-monthly grade conferences are held, as well as weekly Thursday morning inquiry meetings. In addition, ELL personnel are given opportunities throughout the year to attend professional development highlighting specific strategies to use with ELL students. Debbie White, ELL Staff Developer will be giving ELL PD throughout the year. She was here on September 12, October 11 and is scheduled to return for two dates in January 9 and 16. We will receive notice from Ms. White when future dates are available. ELL teachers attend meetings and are expected to turnkey this information at monthly grade conferences. Since, most of our ELL students are in free standing classes, ELL teachers articulate with these teachers daily and at their Inquiry meetings.

2. As ELLs transition from Elementary to Middle School, the guidance counselor supports staff and speaks to the class as a whole to give a directory and answer questions the students may have. The guidance counselor is always available for students to see privately if they need additional concerns addressed. The assistant from the middle school comes in to give a summary of expectations and directives. Finally, open houses at the middle school are held throughout the year, and ELLs and their parents are strongly encouraged to attend. Students who are former ELL's are usually placed in ELL classes for the following year after they test out of the program to give them extra support. These children are watched closely and are also placed on the general education side of a team teaching class to give them extra support if needed. We also have an after-school program for ELL's and former ELL's through Title III funding, which will provide ELA and Math support for the months of January, February and March. Two ELL teachers will be teaching those groups.

3. Teachers at P.S. 129 are experienced teachers who have had the 7.5 hours of mandated ESL training. An agenda maintains records of teachers meeting the required training. New teachers receive mentors who assist in this training. ELL teachers, mentor, Betsey Malesardi, Charles Drannbauer, Marsha Vollini and Debbie White, from the CFN, have given PD on using Tier I, Tier II and Tier III words, scaffolding learning, using graphic organizers, using the smartboard, using guided reading strategies, etc. All teachers collaborate during inquiry work to discuss strategies that would best assist ELL students.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
1. Monthly arts and crafts workshops and movie nights are offered for parents and students. A Parent Book Club, workshops in content areas and PTA meetings are held each month for parents. Our Parent Coordinator works with the PTA using Title 1 funding for Parent/Child evening shows and special assemblies. Parents are always welcome in our school. Writing celebrations are held monthly in all classrooms and parents are encouraged to attend. An opportunity to meet the teacher is held for the parents at the beginning of the school year. Teachers keep communication open with parents regarding their children to give them the opportunity to express their concerns and address any questions.
2. We partner with EPIC Organization which provides workshops each year for parents.
3. The SLT and PTA are integral parts of our school. At both meetings we learn of parents' needs. We use the Parent section of the Environmental survey as a place to identify parents' needs and wishes. A Preferred Language Report is generated to determine parents' first language. All important documents are translated, including those events from the school calendar. School guides are available in all languages, and translation services are available for parent-teacher meetings and conferences.
4. Parents have requested arts programs, workshops, communication in native language, and hearing about their children's successes. We have addressed these needs by having translated copies of notices, increased arts programs and more workshops (at least 3 per month). We have also given each teacher translated 'success notes' to send home to share children's successes.

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)	13	10	1	4	4	2								34
Intermediate(I)	4	9	5	14	3	4								39
Advanced (A)	10	7	9	6	9	13								54
Total	27	26	15	24	16	19	0	0	0	0	0	0	0	127

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
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									0
4									0
5									0
6									0
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									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Early literacy skills of our ELLs are assessed with the Teacher's College Assessment for Independent Reading Levels. The data from this assessment tool provide information relevant to how the school's instructional plan may be adapted for appropriate differentiation.
2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal the following about the students: In Grade One 43.5% moved up, 25.6% moved down, and 30.7% remained the same. In Grade Two 92% moved up one or more levels, and 8% remained the same. In Grade Three, 30.5% moved up one or more levels, 30.5% moved down, and 38.5% remained the same. In Grade Four, 29.5% moved up one or more levels, and 70.5% remained the same. In Grade Five, 25% moved up one or more levels, 6.25% moved down, and 68.75% remained the same.
3. Patterns across NYSESLAT modalities indicate that students need to improve vocabulary, reading comprehension and writing. When connections can be made to grammatical use in the native language there is also an increase in the understanding of grammar usage

in English. Native language support is used in the content areas to increase student understanding of concepts being taught. Bilingual dictionaries are available for students.

4. The majority of students in Grades One and Two had difficulty in the reading section of the NYSESLAT, but scored considerably better in the other sections. Students in Grade Three had difficulty in the reading and writing sections, but scored better in the listening and speaking sections. Students in Grades Four and Five had difficulty in the writing section and scored better in the other sections. Therefore, more emphasis will be placed on skills aligned with the Common Core Learning Standards to improve reading and writing. Reading comprehension will be emphasized with a focus on higher level thinking questions. Grammar, syntax, vocabulary and linking words will be stressed to improve writing.

Students new to this country who take content area tests in their native language fare better than those who take the tests in English. Those students who have been in the United States for four years or more or who are at an advanced level fare better on tests taken in English. Weekly inquiry meetings allow teachers to use the results of the Interim Assessments to drive instruction. They focus on students' weaknesses and help them develop strategies to improve in areas where they have difficulty.

6. We evaluate the success of our ESL program by the increase in the percentage of ELLs that moved up one or more levels as compared to the previous year. Additionally, we use formal and informal assessments, teacher observations, and conference notes, report card grades and parent communication. Curriculum goals and objectives may be adapted and/or adjusted for student achievement in alignment with the Common Core Learning Standards to improve the success of our program.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/21/11
	Assistant Principal		10/21/11
	Parent Coordinator		10/21/11
	ESL Teacher		10/21/11
	Parent		10/21/11
	Teacher/Subject Area		10/21/11
	Teacher/Subject Area		10/21/11
	Coach		10/21/11

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		10/21/11
	Guidance Counselor		10/21/11
	Network Leader		10/21/11
	Other		10/21/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q129 **School Name:** P.S. 129

Cluster: 2 **Network:** 204

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.

Our assessment is based on past needs. Leadership Team, Parent Coordinator, teachers, administrators, counselors and parents have all given their input. HLIS forms and ATS reports indicate the language needs. Federal lunch forms and emergency cards were an excellent indication of the needs of the school. All appropriate documents are sent to parents in three translated languages, Spanish, Chinese and Korean. When rush documents are sent out, a 'Please Translate' stamp is adhered to the form. Our all-call services have staff who translate our calls to parents. We also provide translated services at Parent/Teacher Conferences and for all parent meetings.

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.

Major findings are included in our school report card and disaggregated data in test results. The report card is distributed to all staff, SLT members and PTA Executive Board members.

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.

The primary need is for three languages, Chinese, Spanish and Korean . Written translation services are needed for the many notices that are sent home. . . school calendar, PTA notices, workshop notices, Parent/Teacher conference notices, class shows, class trips, letters for PTA bulletin, safety issues, etc. Translation services will be provided by in house personnel and the DOE Translation Unit. When it is a rushed notice, a 'Please Translate ' stamp is placed on the notice.

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.

We provide translators for ELL orientation, PTA meetings, workshops, individual parent meetings, telephone conferences, special events, and Parent/Teacher Conferences. We use in house staff and pay per session teachers, aides and paraprofessionals for after -school events.

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>.

- A. Written documentation of parents rights regarding translation and interpretation services in appropriate covered languages, and instructions on how to obtain these services, will be provided to parents in September 2011 in our school calendar.
- B. The school will post a sign in each of the covered languages indicating the office where a copy of such notification can be obtained.
- C. The school will fill out the appropriate pages in the school safety plan ensuring that parents in need of language services are not prevented from reaching the school's administrative offices solely due to language barriers.
- D. Parents will be given the Department of Education's website address through our school website and written notices, as well as the school-wide calendar.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 129	DBN: 25
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We will hire an f-status ESL teacher to give supplementary instruction to students in our ELL self standing classes in grades 1, 2,3, 4. The teacher will begin the third week in November and end the last week in April. English instruction will be in addition to mandated ESL instruction. The ESL teacher will team teach with the classroom teacher to assist the children in language acquisition, including reading and writing in the content area, and understanding math word problems and strategies. The work in the content area will help support the ELL program and aid in the children becoming proficient on the NYSESLAT exam. The teacher will service 25 students in grade 1; 15 in grade 2; 15 in grade 3 and 15 in grade 4.

The rationale is that beginners and intermediate children need extra support in addition to the mandated services. The support teacher will use graphic organizers, scaffolding strategies, music and art, as well as teaching to the multiple intelligences in order to help the children succeed. Materials will include guided reading books from Scholastic and Booksource.

We will hire the teacher for four half days per week.

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:

Professional development will take place in using the multiple intelligences and ELL approaches to coherent instruction in reading, writing, listening and speaking in the content areas. ESL teachers, including F-status teacher, as well as, classroom and support-service teachers working with the ELL population, will receive training in ELL strategies. With a focus on common core standards, research-based strategies supporting ELL comprehension and participation will be explored throughout the year with our ESL Instructional Lead, network Achievement Coach, and other presenters from ESL workshops and seminars throughout the city. Two of our ELL teachers and the F-Status teacher will each have 5 hours of PD.

Part D: Parental Engagement Activities

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:

Research has shown that programs engaging parents as partners has a positive impact on student performance. Throughout the school year, monthly after school arts and crafts workshops and movie nights are offered for families. A Parent Book Club, workshops in content areas, and PTA meetings are also held each month. Our Parent Coordinator works with the PTA using Title I funding for Parent/Child evening shows and special assemblies. Writing celebrations are held monthly in all classrooms and parents are encouraged to attend. Parents are notified by letter that gets sent home, and flyers are put up on a bulletin board in the entrance of the school building. Presenters will include the ESL teachers, Parent Coordinators and Network Specialists. Translated copies of invitations will be provided.

Part E: Budget

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

Allocation Amount: \$0

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. 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		