



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** P.S.121X THROOP

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11X121

**PRINCIPAL:** RACHEL DONNELLY **EMAIL:** RDONNEL@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELIZABETH WHITE



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Rachel Donnelly	*Principal or Designee	
Katherine Bormann	*UFT Chapter Leader or Designee	
Katika Jones	*PA/PTA President or Designated Co-President	
Maria Rodriguez	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Brianne Kiely	Member/UFT	
Nina Mesopotanese	Member/UFT	
Tanya Johnson	Member/PTA Treasurer	
Karlene Daley	Member/Parent	
Rasheeda Richardson	Parent	
Tionne Gordon	Parent	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
  
- As per Quality Review recommendation: page 6: Refine systems to regularly evaluate the development of leadership and professional collaboration resulting in improved pedagogical capacity and establishing a structure for sharing best practices. (5.4) and
  
- As per Quality Review recommendation: page 5: Continue to improve teacher pedagogical practices that provide differentiated supports to address the needs of a variety of learners.

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  X   2.2 School leader's vision

  X   2.4 School leader's use of resources

  X   2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
  - By June 2013, the Principal and Assistant Principals will visit each teacher's classroom at least 3-4 times over the course of the year and provide teachers with formative (not for file) written or verbal actionable feedback aligned to three school-selected competencies (eg: designing coherent instruction, questioning and discussion techniques, assessment for learning).
  - This formative feedback will be provided within one week after 80% of informal observations
  - The specific, actionable and time-bound feedback will result in improvement in teacher practice in differentiation and evaluation of learning and teaching. Professional development will be adjusted based on the needs of the staff.

### **Instructional strategies/activities (SOP 2.5, 3.3, 4.2)**

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) timeline for implementation.

### **A.**

- Principal and Assistant Principals to attend further network training regarding implementation of research-based teacher effectiveness rubrics to use in informal observations to ensure consistency of practice and feedback, including training for utilization of electronic devices with observation/

feedback process, incorporating effective teaching technology resources

- Introduce Chancellor's Instructional Expectations 2012/2013 regarding ongoing actionable feedback for each teacher, to all staff to build shared understandings and consensus of processes, identified key components and organizational/ structural issues, pertinent to PS 121.
- Develop weekly schedules for administrative team to ensure informal observations are regularly scheduled so as to ensure a minimum of 3-4 actionable feedback sessions for each teacher at PS 121.x
- Schedule formal observations for each teacher, including pre and post observation meetings where individual student and teacher data is presented and discussed prior to and after the lesson.
- Develop clear processes and shared norms between school leaders and teachers for engaging in short, frequent cycles of classroom observation and feedback
- Ascertain with teachers the types of feedback they find most useful to further refining their teaching
- Schedule regular monthly administrative meetings to collaboratively share feedback so as to build consensus of understanding, as well as consistency and clarity in expectations for teacher practice, guided by a research-based teacher effectiveness set of rubrics (eg. Danielson's Framework)
- Schedule bi-monthly meetings for teacher teams to discuss and share best practices and inter-visitations
- Based on Principal and Assistant Principal informal observations and actionable feedback, coaches will work with teachers to share best practices (peer collaboration)
- Purchase further study materials/ texts/electronic tools such as PD 360 and/or OBS 360 to build administrators' knowledge of teacher effectiveness rubrics as well as facilitating professional conversations including actionable feedback/ reflective questions, further enhancing the technological skills of Principal, Assistant Principals and teachers.
- Partnerships are formed with local and city colleges to provide student teachers in order to share best practices as well as assist our classroom teachers, specialty teachers and service providers

B. Key personnel and other resources used to implement these strategies/activities

- Principal/Assistant Principal
- Classroom and Cluster Teachers
- Upper and Lower Grade Literacy Coaches
- Math Coach

C. Pre and Post Observation meetings and notes with Teachers

- Action Plan with teachers for next steps
- Teacher goals for current and future school years
- Teacher reflections on their goals
- Professional Development Survey Reflections by Teachers

D. September 2012 - ongoing

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Priority/Focus

**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).
- Administrators and Teachers will work together to promote Early Literacy and Math as well as Early Intervention
- Parent Coordinator provides Parenting Workshops to educate parents regarding strands and current curriculum.
- PTA Meetings expose parents to job opportunities, GED opportunities, health care, insurance, tax preparation services, and family events.
- PTA and Parent Coordinator support Students in Temporary Housing in several aspects including clothing and food when needed.
- The Attendance Committee will work collaboratively on increased student attendance

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- As per Quality Review recommendation: page 6: Enhance systems for data aggregation so that trends are more readily available to inform policies and practices across the school (5.2)
- As per the New York State School Report Card, according to the English Language Arts State Exam, the percentage of students performing at level 1 has increased by 9% (2011-2012),

A review of **The New York School Report Card (2011-2012)** data shows that the percentage of students scoring at level 3 and 4 increased for all subgroups except for our SWD (Students with Disabilities) who did not make Adequate Yearly Progress in ELA and in Mathematics.

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, the Level 3 and 4 performance of students in Grades 3-5 on the State Math test will increase from 57.8% to 62%. Level 1 students, will be reduced to 5%.
- By June 2013, to increase the Level 3 and 4 performance of students in Grades 3-5 on the ELA State test, from 45.3% to 50% and reducing Level 1 students by 5% to 6 %.

**Interim Goal:** By June 2013, ELA-All students in Grades K-5 will make at least one year's progress in ELA, as measured by Universal Screening and Progress Monitoring assessment tools (running records, benchmarked running records, performance tasks' CCLS aligned rubrics, formative assessments such as conference notes), and shared in spreadsheets through GOOGLE doc. These will include Students with Disabilities and Limited English Proficiency.

**Interim Goal:** by June 2013, Math- All students in Grades K-5 will make at least one year's progress in Mathematics, as measured by diagnostics, performance tasks' CCLS aligned rubrics, formative assessments. This information will be shared through GOOGLE doc. These include Students with Disabilities and Limited English Proficiency.

**Instructional strategies/activities (3.5, 2.3, 3.2, 4.2)**

- A. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- B. strategies/activities that encompass the needs of identified student subgroups,
- C. key personnel and other resources used to implement these strategies/activities,
- D. identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- E. timeline for implementation.

A.

**Literacy**

- Rigorous Balanced Literacy Components evident in each classroom: Guided Reading, Shared Text, Read-Alouds, Independent Reading across curriculum areas, e.g. Social Studies
- Time scheduled with literacy consultant for Looking at Student Work with running records and developing clear plans for next steps within Balanced Literacy components, utilization of comprehension rubric during conferencing, planning units of work and accounting for all students' writing needs through differentiated activities
- "Looking at Student Work" sessions in cyclical professional development sessions and grade level teaching teams to review comprehension strategies of whole class and individuals and review students' progress to account for every student's needs
- Analysis of reading units of work (Fall, 2011) to check for CCSS alignment and gaps evident. Teachers work in grade level teams to adjust curriculum maps
- Analysis of questions with running records to ensure alignment to Hess's Matrix of Cognitive Rigor
- Analysis of Social Studies Units of Studies to check for CCSS alignment and gaps evident. Teachers work in grade level teams to adjust curriculum maps (Fall, 2011) Grades 3-5
- Use of trend Analysis metric in social studies to provide lessons to meet students needs.
- Students meta-cognitively develop, and monitor progress in achieving reading comprehension goals through reflecting on rubrics and next steps required to develop critical literacy skills
- Electronically developed student reports on progress in reading comprehension sent home to parents each marking period and used as basis for reporting progress and students' needs at parent/teacher conferences
- Electronically developed student reports and graphs used as basis of data analysis sessions at meetings to plan for alignment of data to instruction
- Small group strategy/Guided Reading lessons utilize rubric data to meet specific needs of students

**Math**

- Rigorous Balanced Mathematics instruction evident in every classroom: Tiered differentiated Workshop Model lessons, Guided Math using assessment to inform groupings of students and appropriate activities, CCLS aligned problem solving embedded within week/month
- Review identification of students from last year's diagnostics
- Form Data Inquiry Team focused on this cohort of children and follow action research cycle focused on teachers working collaboratively to diagnose, analyze data, plan for, implement and evaluate specific intervention experiences aligned to students' needs
- Implement individual diagnostic interviews to ascertain specific needs of students
- Ensure professional development focuses also on Numeration and Number Sense to build teachers' content and pedagogical knowledge further

- In relation to Tier One instructional practices, implement PS 121's Mathematics K-5 pacing calendars incorporating tiered, differentiated Workshop Model Everyday Math lessons, aligned to CCLS, Guided Math intervention sessions and incorporating a focus on the Mathematical Practices and higher order thinking through various levels of problem solving including, Exemplars' tasks, Open Response tasks and the CCLS aligned unit of work and performance tasks
- Coach, teachers as per identified needs in various aspects of balanced mathematics instruction, using assessment to inform teaching and learning
- Align all after-school extended day RTI groups to effective mathematics instruction by :
  - a) Identifying students who are not at grade level standard as measured by further diagnostic tools e.g. Numeration/Operations CCLS-aligned
  - b) Diagnostics, Basic Facts grid
    - Forming teacher teams to work with these students after-school
    - Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to after-school instruction, focused on students' specific misconceptions and needs
    - Test Prep- implement more specifically aligned and balanced mathematics and ELA units of studies in test prep program as indicated by students' mathematics, and ELA needs

#### **B. Special Education**

- Flexibly program students according to individual data needs and ensure all teachers have access to student data
- Review all tiered levels of intervention within RTI plan:
  - a) Audit current programs and analyze data/ *whatworksclearinghouse.com* to check research basis and inform future choices
  - b) Establish RTI Problem Solving Team and collaboratively develop clear processes for referral through tiers of intervention; Share with all staff to build consensus of understanding
  - c) Establish clear communication processes between providers eg: marble notebook that travels with each student detailing focus of work for sessions
  - d) SETSS teachers to collaborate with classroom teachers to implement most effective learning experiences for each student at risk, aligned to standards-based classroom instruction

#### **C. Key personnel and other resources used to implement these strategies/activities**

- Principal/Assistant Principal
- Upper and Lower Grade Literacy Coaches
- AUSSIE Literacy Consultant
  - Common preparation periods bi- weekly and aligning consultancy schedule to ensure expert facilitation of teacher teams' looking at student work and CCLS aligned planning
- Mathematics coach and external consultant appointed
  - Scheduling common preparation periods weekly and aligning consultancy schedule to ensure expert facilitation of teacher teams' looking at student work and CCLS aligned planning
- Teachers
- SETSS Teachers

- School Based Support Team

D. Each teacher's conference notes/ Reading Comprehension Rubrics

- Each class's electronic spreadsheet developed four times a year to indicate areas of student's literacy needs
- Database for every student in school that tracks interim and long term achievements in reading comprehension
- Teachers' plan books
- Consultant's logs
- Student's goal-setting documents
- Formal/informal observations of guided reading lessons
- Each child's Early Childhood Assessment in Mathematics continuum of learning and diagnostic interviews
- Diagnostic and Summative Data in two performance tasks (Social Studies/ ELA, Math)
- Teacher Team's plans for intervention, tracking of student's progress on continuum checklist of CCLS

E. September - June 2012-2013

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Priority/Focus

**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).
- 1168 hours of per session monies @ 41.98 per hour will be used for a targeted after school program. Nineteen classes of 3rd, 4<sup>th</sup> and 5<sup>th</sup> graders will be grouped according to their tiers. Learning will be differentiated, and multiple entry points will be implemented.
- Seven Fountas and Pinnell Intervention kits will be purchased for use by SETSS and special education teachers for targeted intervention for Tier One students.
- We house two Pre-Kindergarten Programs to promote Early Literacy and Math as well as Early Intervention
- Parent Coordinator provides Parenting Workshops to educate parents regarding strands and current curriculum.
- PTA arranges workshops on Common Core Curriculum with the support of the Aussie Consultants, Coaches, and Teachers
- PTA and Parent Coordinator support Students in Temporary Housing in several aspects including clothing and food when needed.
- The Attendance Committee will work collaboratively on increased student attendance

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- As per Quality Review recommendation: page 5 : Continue to improve teacher pedagogical practice that provides differentiated supports to address the needs of a variety of learners. Instructional activities are not yet appropriately tiered to address diverse learners and groups of students, resulting in insufficient support and challenge for completion of tasks. (1.2) and
- Quality Review recommendation: page 6: Refine systems to regularly evaluate the development of leadership and professional collaboration resulting in improved pedagogical capacity and establishing a structure for sharing best practices. (5.4)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, each teacher grade level team will revise, adapt/adopt and implement two Common Core aligned units that:

- I. are well-aligned to selected standards as indicated by NYC and NYS alignments protocols,
- II. embed the skills outlined in the relevant Common Core Instructional shifts
- III. assess students' deep understanding through culminating performance tasks in both units aligned to the Common Core Learning Standards

\*100% of teachers involved in teams (grade level and vertical) in developing or refining rigorous Whole School Assessment Frameworks aligned to CCLS

#### **Instructional strategies/activities (4.2, 4.3, 4.5, 3.3, 3.4, 3.2)**

- 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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

a) Each teacher grade level team will revise, adapt/adopt and implement two Common Core aligned units that:

**I. Are well-aligned to selected standards as indicated by NYC and NYS alignments protocols,**

- o Grade level teacher teams will examine units of work according to Universal Design for Learning principles and Understanding by Design structure as well as develop clarity of understanding with effective teaching practice and content for unit implementation
- o Teachers will align all after-school extended day RTI groups to effective instruction by :
  - a. Identifying students who are not at grade level standard as measured by diagnostic tools
  - b. Forming teacher teams to work with these students after-school,
  - c. Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to after-school instruction, focused on students' specific misconceptions and needs

**II. Embed the skills outlined in the relevant Common Core Instructional shifts**

- Develop and implement PS 121 Mathematics K-8 pacing calendars aligned to CCLS, Guided Math intervention sessions and incorporating a focus on the Mathematical Practices and higher order thinking through various levels of problem solving including, Exemplars' tasks and the CCLS aligned units of work and performance tasks
- Develop and implement PS 121 CCLS aligned, Balanced Literacy units of work, embedding rich and rigorous performance tasks and CCLS rubrics
- Adopt, adapt and implement CCLS aligned units of work and performance tasks (Winter/ Spring)

**III. Assess students' deep understanding through culminating performance tasks in both units aligned to the Common Core Learning Standards**

- Grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced mathematics instruction for all sub groups,
- Coach teachers, as per identified needs in various aspects of balanced mathematics/literacy instruction, using assessment to inform teaching and learning
- Conduct 'Looking at Student Work' sessions with teachers to:
  - a. Analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice (Fall/Spring),
  - b. analyzing student work of rich performance tasks and develop consistency of judgments utilizing CCLS aligned rubrics (Spring)
  - c. analyze each grade's assessments with Hess's matrix of cognitive rigor to check for balance and range of higher order thinking skills being assessed,
- Data-driven, job-embedded professional development for teachers in terms of Mathematics and Literacy instruction
- Test Prep- implement more specifically aligned and test prep unit of work as indicated by students' mathematics and literacy needs

**Teacher Teams:**

- a) Each teacher team to set norms/ protocols/ establish processes to document collaborative work each month in 2012/2013
- b) Each teacher team to establish monthly agendas based on this plan and priorities as listed above
- c) Establish communication plan to share Teacher Teams' work across the school- eg Google doc

\* Using technology, facilitate time for teachers to analyze data and identify patterns that need immediate classroom attention.

\* Establish "Looking at Student Work " sessions within Professional Development Plan 2012/2013 inclusive of Looking At Student Work

B. key personnel and other resources used to implement these strategies/activities,

- Principal/Assistant Principal
- Teacher Teams
- Aussie Consultants
- Coaches
- SETSS Teachers

C. Access Network's instructional specialists to further support teachers' meetings, guidance to coaches and in-classroom coaching 2012/2013

- Each teacher team to set norms/ protocols/ establish processes to document collaborative work each month (2012/2013)
- Each teacher team to establish monthly agendas based on this plan and priorities as listed above (2012/2013)
- Establish communication plan to share Teacher Teams' work across the school- eg Google doc (September 2012 - Ongoing)

D. September 2012 - ongoing

**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title I Priority/Focus

**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).

Fiscal and human resources are coordinated with the instructional strategies/activities to achieve this goal, and 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).

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

As per the findings in our New York City Learning Environment Survey, 35% of parents feel that behavior issues and bullying are problems at our school, once in a while, and 3% of teachers agree. (NYC Learning Environment Survey page 7 item 7.1 and page 12 item 8.1)

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, 100% of the School Staff will be developing a Whole School Behavior Management Plan (e.g.: class rules, random acts of kindness, monitor and track student misbehavior across the school to ensure clear expectations, consistency of management, and follow-through) aligned with Positive Behavior Intervention Support that will have a positive effect on student behavior in the home and school community, as demonstrated in an increase of 1.4 point in the Safety and Respect Category in the New York City School Survey.

**Instructional strategies TENET #3 CURRICULUM DEVELOPMENT AND SUPPORT**

- 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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

a) A team of teachers will create a School Wide Behavior Management Plan aligned with Positive Behavior Intervention Support (PBIS) involving parents and students through a signed contract and anti-bullying practices. Teachers will work to create common rules for all classrooms and a template to record positive and negative behaviors school wide promoting a cohesive vision for social and emotional development. Recording student behavior fosters a safer and healthier environment for families, teachers, and students.

- Target Group: Whole School
- In April 2013, a Team of Teachers from each grade, out of classroom teachers, and para professional and parents will meet to create a Systematic

Behavior Management Plan to be shared with the whole school community

- In June 2013, parts of the Systematic Behavior Management Plan will be implemented to introduce the students, staff, and parents to Positive Behavior Management Intervention Support
- In September 2013 - June 2014, our School Wide Behavior Management Plan will be fully implemented
- Parents will be informed of decision-making processes through Parent Workshops, Newsletters, and the School Website
- Creation of a behavior management template with parent input to monitor student progress
- Creation of School Wide Classroom Rules to provide cohesiveness among each classroom, hallways, cafeteria, recess, and auditorium
- Creation of a School Wide Action Plan for procedures regarding when students do not follow the School Wide Behavior Management Plan
- Creation of School Wide Logical Consequences of student misbehavior to provide consistency in and outside of the classroom
- Teachers, Parents, and students will sign a behavior contract stating clear expectations of behaviors and consequences based on the School Wide Behavior Management Plan
- Use of Morning Announcements from "Project Wisdom" to provide real life examples of positive behavior
- Use of Our "P.S. 121 School Conduct" Guide to reinforce positive behavior in school and at home
- Use of Our "P.S. 121 School Pledge" every morning over the loud speaker to set a positive tone for the school day
- Students create, practice, and reflect on their own "Personal Codes" based on Character Traits- monthly
- During "Family Night" parents create "Family Personal Codes" to follow at home
- Use of "Operation Respect" materials to provide anti-bullying strategies and promote a positive school environment
- Acts of Kindness recorded and displayed in Hallways to recognize and intrinsically reward positive behaviors
- Leaders of the Month Bulletin Board to recognize students who demonstrate positive behavior in the classroom
- Positive Behavior rewarded during Lunch/Recess through "Lunch Star Winners" to extrinsically reward students
- Students are provided with both individual and group counseling sessions to discuss feeling and creation of behavior modification plans in school and at home
- Parents and Teachers are included in counseling sessions to develop, reflect, and reinforce behavior modification plans

b) Key personnel and other resources used to implement these strategies/activities

- Parent Coordinator
- Principal/Assistant Principal
- Coaches
- Classroom Teachers and Out of Classroom Teachers
- SETTS Teachers
- School Based Support Staff
- Para-Professionals/School Aides
- Students
- Parents / PTA

- c) IEP's revised for each Special Education student and monitored regarding achievements
- Special Education Students will be included in all activities mentioned in Part A
  - Acts of Kindness recorded and displayed in Hallways by teachers and administration will increase

d) April 2013-ongoing

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Priority/Focus

**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).
- \$1800 under Educational Consultant monies will be used for two workshops conducted by AUSSIE consultant Liz Irwin regarding Common Core Standards. One will introduce the standards, and the next will demonstrate how they are applied within the curriculum.
- Parents feel strongly that arts education should be embedded in units of study to add rigor to the curriculum. They voted to hire a Theater Arts program to embed presentations into the units, culminating with a presentation for parents, which will give them a great idea as to what students are currently learning. Cost: Parent Engagement \$2000 (covers part of the cost. The rest comes from SWP and Tax Levy.
- Operation Respect - Bully Intervention Program
- Parent Coordinator provides Parenting Workshops to educate parents regarding the School Wide Behavior Management Plan and Anti-bullying Programs
- PTA Meetings expose parents to family events to promote positive family interactions
- PTA and Parent Coordinator support Students in Temporary Housing in several aspects including clothing and food when needed.
- Pupil Personnel Team (Principal, Assistant Principal, Social Worker, Guidance Counselors, and Teachers) hold bi-monthly meetings to discuss how we can provide services and programs to best serve the needs of our student population (especially those who are in temporary housing and foster care)
- The Attendance Committee will work collaboratively on increased student attendance

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.  
As per Quality Review recommendation: page 5 : (2.4) increase consistency of school-wide protocols to inform parents about student progress resulting in accessibility of current data and an understanding of next learning steps supported, and by results from the Learning Environment Survey pages 4-5.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.  
 6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June, 2013, 100 % of parents will be informed five times a year of their child's academic performance and will be informed of the Chancellor's Instructional Expectations which will increase parent awareness of Common Core Learning Standards. As a result, the parent communication piece on the Learning Environment Survey will increase by 1.7 points.

### **Strategies to increase parental involvement and engagement (2.2, 6.2, 6.3, 6.4)**

- 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 in this SCEP.
  - Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) staff and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
- a) Teachers and coaches will create a user friendly template to use for reporting students' academic and behavioral progress
- Google doc site will be strengthened so that parents can access it more freely.
  - During evening workshops, parents will be taught to access the ARIS and Acuity sites to monitor their children's progress, and to access intervention materials designed specifically for their child. (PIP p. 25)
  - Parents will be given a user name and password for the class website, which will enable them to access homework and class specific information.
  - PTA holds monthly meetings to provide families with parenting tips, book swaps, nutrition and health tips, exercise classes, school fundraising opportunities, etc. (PIP p. 26)
  - Parent Workshops including: Title 1 Program, changes in the Common Core Curriculum, and Technology in the classroom (PIP pg. 12 and 13)
  - Schedule additional parent meetings, e.g. quarterly meetings, with flexible times, such as meetings in the mornings or evenings, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.(PIP pg. 13)
  - Supporting and Hosting Family Day Events (PIP pg. 13)
  - Curriculum Teams/Classroom Visits (PIP pg. 15)
  - PS 121 CCLS Math Newsletter (three times year) published for parents and students (PIP pg. 14)
  - Parents involved in/informed of decision-making processes (PIP pg. 13)
  - Close liaison with parents to monitor student progress (PIP pg. 14)
  - Parent Volunteers read to classes through the Parent Reader Program
  - Parent Volunteers assist Classroom Teachers in reading, math, and art activities
- b) key personnel and other resources used to implement these strategies/activities
- Principal, Assistant Principal
  - Coaches
  - Parent Coordinator
  - Teacher Teams, Technology Teacher
- c) Agendas and minutes from teacher team meetings where rubrics and progress reports are created
- Agendas and minutes from evening and morning workshops for parents.
  - Formal and informal feedback from parents regarding communication. This will be done via PTA meetings and School Leadership Team meetings.
  - Teachers update class websites with Homework Sheets and class announcements
  - Teachers present at PTA Meetings and Parent Coordinator Workshops
  - Results in the communication piece of the Learning Environment Survey will increase to 1.7 points
- d) September 2012-June 2013

**Budget and resource 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 IA

Title  
IIA

Title III

Set  
Aside

**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).
- \$1800 in parent engagement money will be used for AUSSIE consultant to provide workshops for parents regarding the new Common Core standards.
- We house two Pre-Kindergarten Programs to promote Early Literacy and Math as well as Early Intervention
- Parent Coordinator provides Parenting Workshops to educate parents regarding strands and current curriculum.
- PTA Meetings expose parents to job opportunities, GED opportunities, health care, insurance, tax preparation services, and family events.
- PTA and Parent Coordinator support Students in Temporary Housing in several aspects including clothing and food when needed.

### ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Targeted level skills program</li> <li>• Guided Reading</li> <li>• Fountas &amp; Pinnell Intervention Program</li> <li>• Additional One to One Conferences</li> <li>• Afterschool Test Preparation Program</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell in small group (Intervention Program)</li> <li>• Conferences are One to One</li> <li>• Small Group</li> <li>• Individualized math games based on diagnostic, sent home for Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Afterschool</li> <li>• During Intervention Block</li> <li>• Literacy Block</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Number Talks</li> <li>• Rekenreks</li> <li>• Guided Math</li> <li>• Afterschool Test Preparation Program</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One to One</li> </ul>	<ul style="list-style-type: none"> <li>• Afterschool</li> <li>• During Intervention Block</li> <li>• During Math Block</li> <li>• Guided Math on Fridays</li> </ul>
Science	<ul style="list-style-type: none"> <li>• FOSS</li> </ul>	<ul style="list-style-type: none"> <li>• Small group based on needs</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention before school</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Units of Study based on NYS Scope and Sequence</li> <li>• Diagnostic for Each Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Small group based on needs</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• At-Risk Counseling</li> <li>• Guidance Counselor/Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• As needed</li> <li>• Small group</li> <li>• One to one</li> </ul>	<ul style="list-style-type: none"> <li>• Open slots during the school day</li> <li>• Intervention</li> </ul>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

- We provide all teachers with a great deal of individualized differentiated support and training.
- Provide high quality, ongoing Professional development with Math Consultant, Literacy Consultant, and coaches on Common Core Learning Standards, classroom management, culture building, effective teaching strategies, and curriculum integration.
- We encourage teachers to attend professional development workshops unique to their strengths and weaknesses in and outside our school
- Teachers are scheduled for common planning time, curriculum development, sharing of best practices, use of data to drive instruction, student support discussions, peer assessment and reflection
- Grade Level Meetings are used to develop lessons to meet Common Core Learning Standards, shared leadership, professional development, intensive use of data, classroom management strategies, student engagement and creation of student supports
- Network with colleagues about teachers on Open Market to overcome barriers presented due to hiring freeze
- We assist teachers with NYS Certification and NYC Teacher Certification Requirements by working closely with Human Resources at the NYC Department of Education
- Teachers have access to stand alone computers, printers/scanners, laptop carts, SMART Boards, Document Cameras, LCD Projectors, and digital cameras
- Teachers will be given opportunities to take a leadership role in the school, design the instructional program, build partnerships with industry partners, and assist in the development of the school's culture.
- Partnerships are formed with local and city colleges to provide student teachers in order to share best practices as well as assist our classroom teachers, specialty teachers and service providers

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our P.S. 121x 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 P.S. 121x 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 P.S. 121x school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

Our P.S. 121x school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **Schedule of Parent Meetings and Events**

In addition to our regularly scheduled PTA Meetings and School Leadership Team meetings, there will be monthly workshops and events scheduled for the families of P.S. 121x. Parents are strongly encouraged to attend. Parents will be notified through flyers, emails, and the school website.

#### **Monthly Workshops**

February – Nutrition and Health for Parents (1 day meeting/1 evening meeting)

- ELA/Math Test Prep (1 each during the day)
- Father/Son or Daughter Basketball Game

March – Nutrition/Health for Parents (1 day meeting/1 evening meeting)

- Literacy Common Core Standards Workshop (1 day)
- 1 Mother/Child exercise Class

April - Nutrition/Health for Parents (1 day meeting/1 evening meeting)

- Math Common Core Standards Workshop (1 day)
- Father/Child Basketball Game

May - Nutrition/Health for Parents (1 day meeting/1 evening meeting)

- Cooking Workshop (1 day)
- Planning Meeting for American Cancer Society's Relay for Life "Relay Recess" (Culminating Activity)

June – American Cancer Society's Relay for Life "Relay Recess" – Culmination of Nutrition, Exercise, Healthy Living, and Community Service

- PTA Multicultural Family Night

### ***SCHOOL-PARENT COMPACT***

Our P.S. 121x 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**

*P.S.121x will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*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.
- Follow my Personal Code in and around my school community.

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Maria Quial</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>121</b>
School Name <b>The Throop School</b>			

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

Principal <b>Ms. Rachel Donnelly</b>	Assistant Principal <b>Ms. Gloria Martinez</b>
Coach <b>Ms. Jane Suglia</b>	Coach <b>Ms. Nancy McCarthy</b>
ESL Teacher <b>Ms. Dominique Massaro</b>	Guidance Counselor <b>Ms. Rhona Lebowitz</b>
Teacher/Subject Area <b>Ms. Maria Scher</b>	Parent <b>Ms. Karen Rose</b>
Teacher/Subject Area <b>Ms. Claudine Mazzarona</b>	Parent Coordinator <b>Ms. Romona Brunson</b>
Related Service Provider <b>Ms. Ellen Roux</b>	Other <b>Ms. Grace Ottinger</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>1005</b>	Total Number of ELLs	<b>40</b>	ELLs as share of total student population (%)	<b>3.98%</b>
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## Part II: ELL Identification Process

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

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

At registration each parent is presented with the Home Language Identification Survey (HLIS). A certified and licensed ESL teacher, the pupil personal secretary and a translator (Spanish Speaking) are present to administer the survey and conduct an informal interview with the parent or guardian and child. If a language other than English is indicated the ESL teacher then determines whether the child is eligible for the LAB-R exam. According to the number of questions, where another language has been identified other than English, the child will then be administered the LAB-R exam. The LAB-R exam will be given within 10 days of the child's registration date. If a child falls below the LAB-R cut score and their first language is Spanish they are then administered the Spanish LAB to determine their proficiency in their native language. The Spanish LAB is administered by our Spanish speaking pedagogues. The proper testing modifications are followed as well. This test is then hand scored to determine placement and language proficiency. The child is then placed accordingly as a result of the score (beginning, intermediate, and advanced). These children are serviced by a fully licensed and certified ESL teacher (Ms. Massaro) working in collaboration with the Classroom Teachers who are trained and use ESL strategies, methodology and practices. Annually all ELL children are given the NYSESLAT, by a certified and licensed teacher (Ms. Massaro) adhering to the proper testing modifications needed. The ATS report used is RLER to determine NYSESLAT eligibility. The results of the NYSESLAT provided data to help track each child's progress/needs in the four modalities of Listening, Speaking, Reading and Writing. Using these results children are placed accordingly for the next school year. Every fall parents are notified, through letters in their native language when needed, their child's level and placement. The needs/strengths of each child are evaluated and planned for by the ESL teacher in conjunction with the classroom and cluster teachers using a differentiated approach to help meet their individual needs.

2. Parents are invited in through 1-1 meetings, small groups and open school night. We provide the opportunity where questions can be answered in a personal and comfortable atmosphere. Parents are provided with pamphlets and literature both in English and in their native language when needed. This information helps to further explain the 3 program choices, Transitional Bilingual, Dual Language and ESL. These programs were discussed during the informal interview, our oral conversations and are further discussed at meetings. The meetings are held by the ESL teacher, fellow pedagogues and translators are made available when necessary. Parents are also shown a video tape regarding the three program choices available. The video is presented in the language that is most comprehensible for the parent. At this point in time, our numbers are not reflective of a Bilingual or Dual language program. If in the case a parent does choose TBE or DL the steps taken are as follows: Locate a school within the district that offers the needed program. If there are no openings place the child on a wait list. The child will be placed in the appropriate placement within our school and serviced until an opening becomes available.

3. Our process for the distribution of entitlement letters are through 1 -1 meetings, small group meetings and open school night. At these meetings entitlement letters, parent survey and program selection forms are presented to the parents by Ms. Massaro. Folders are made available housing all the necessary forms in the native languages needed. We encourage all parents to fill out these forms at the present time where we can discuss the importance of the forms and any problems/concerns they may have. Ms. Brunson, our parent coordinator, also is part of these meetings to help to inform and address the needs of the ELL parents. These important documents are discussed with the parents to ensure they understand their program choices. These documents are collected, copied and stored in the ESL room in each child's individual folder. The original parent choice form is placed in the child's Cumulative folder.

4. The criteria used to initially place ELL students are the results of the LAB-R. As of now, we implement a Freestanding English as a Second Language Program. This program includes two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English and ESL methodologies. Our program which is offered is discussed and explained to the parents at our initial meeting discussed in prior answer #3. Translators and literature (in native language) are available to meet the needs, concerns and questions of the parents. Placement Letters are copied and stored in the ESL room. The original document is placed in the child's Cumulative folder. Entitlement letters are printed with a tear off so the parents may sign and return these tear offs to ensure that they are aware that their child will continue to receive ESL services. This tear off is also stored in the child's folder in the ESL room. At the present time we are honoring our parent's choice with our Freestanding ESL service. Communication with our parents is on going. Our Parent Coordinator is very helpful in all areas. Memos, meetings and workshops are given throughout the year inclusive of ELL parents. Translators and literature in native languages are provided to the best of our ability when needed. ELL children are grouped heterogeneously in each grade. The ESL teacher works in collaboration with the classroom teacher to differentiate instruction accordingly.

5. At the present time PS 121 offers a Freestanding ESL Program. At this point in time, none of our parents prefer a Dual language or Transitional Bilingual Program. They are explained that it is their right to place their child in these programs if interested. They are also further explained if our ELL numbers meet the criteria and the parental request is there we would then take the necessary steps to open a Bilingual room in our school. Also, they are given the opportunity if desired for us to locate a school within the district who offers their program of choice if our numbers do not meet the criteria to accommodate. These forms are reviewed, by the ESL teacher and administration to ensure we are aligning with our parents request and the original is then placed in the Cumulative folder of the child. We are currently meeting all Parent's request for ESL services.

6. Yes currently for the 2011-2012 school year the program at our school align with what the parents have been requesting.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>11</b>						

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34		4	5			1			40
<b>Total</b>	<b>34</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>40</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	3	6	7	5								31
Chinese														0
Russian														0
Bengali														0
Urdu		1	1	1	1									4
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	1		1											2
<b>TOTAL</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>37</b>						

## 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. PS 121 is using a push in model to grades 1 – 5. Kindergarten is being taught by a licensed and certified ESL teacher. ESL children are heterogeneously grouped within 1 classroom. The ESL teacher will work in collaboration with the classroom teacher addressing the needs of the ESL children. To strengthen our ELL children’s skills we scaffold instruction, use real life experiences to help build upon higher order thinking, build background knowledge to make connections when new concepts and lessons are introduced. Students will be given the opportunity to reflect and share their learning and experiences. The teachers will be promoting language acquisition through balanced literacy with an emphasis of Language Experience with beginning and intermediate students. Advanced students will receive Balanced Literacy instruction enhanced by a listening, speaking, reading and writing connection. These teachers will use themes that will build background knowledge of students and provide them with an arena for discussion. All students will engage in shared reading and oral presentations. There is a strong focus on Language Development, literacy and writing. The atmosphere of the groups is collaborative and the students are able to share their rich heritage, language and traditions. Materials used to teach will that reinforce and strengthen skills are as follows: 100 Book Challenge, Everyday Math, Grammar Works, 5 Types of Writing, Learning Resources, Themed Readers, Language Patterns and Vocabulary, Big Book Chants and Getting Ready for the NYSESLAT.

2. The ELL push in services will be provided in accordance with the mandated ESL allotted time based on student proficiency level. These push in services are provided by a licensed and certified ESL teacher along with classroom teachers who use ESL strategies and techniques. The students who are at the beginning and intermediate levels will receive 360 minutes of ESL instruction in their classrooms. Also will be given the time in a smaller group setting based on their needs. The children, who have acquired greater academic language proficiency and perform at advanced levels of English proficiency, will receive 180 minutes of instruction weekly in both ESL and ELA.

## A. Programming and Scheduling Information

This instruction for all groups takes place on a daily basis within the classroom of grades 1 – 5. The certified and licensed ESL teacher pushes in for 1 to 2 periods a day (or a period ½) and differentiates instruction accordingly. The children with very limited English will also be pulled out during the Intervention Period to work in small groups to practice the English Language and strengthen their vocabulary. The ESL teacher and classroom teacher work and plan collaboratively to both address the needs and promote the strengths of the children. We will also continue to support English language acquisition through the implementation of a balanced literacy program with an emphasis on language experiences given to students who perform at a beginning and intermediate English proficiency level.

3. Our ESL children are grouped heterogeneously within their grade. The ESL I teacher pushes into grades 1-5. She works collaboratively with the classroom teacher in the areas of reading, writing math and science. Children also receive Social Studies and Computer Technology through Common Branch Teachers who use and practice ESL techniques, strategies and methodology. Lessons are planned (in English) incorporating visuals (pictures/charts), hands on experiments and the use of manipulative. Children are actively involved in their learning (TPR) and content is made comprehensible to enrich their language development in all subject areas. All students inclusive of ELLs use our school wide curriculum in Reading and Math. Balanced Literacy includes phonemic awareness, phonics, fluency and vocabulary, comprehension through guided, shared and independent reading. Eliciting their ideas and knowledge through the use of graphic organizers, questioning, oral and written summaries. Differentiated instruction is provided through flexible grouping within the classroom. As well as, through the use of the daily intervention period to provide small group instruction especially to the newcomers.

4. ELLs who meet the criteria are first tested using the LAB-R within 10 days of their registration date. Those children who are Spanish speaking and fall below the cut score are then tested using the Spanish LAB to determine language proficiency. State tests (ELA, Math, and Science) are ordered in the child's native language when needed to ensure that they are being appropriately evaluated.

5. Currently we do not have any SIFE children however the plan in place is as follows: If in the case, we will examine attendance records to see if a child started in a NYC Public School, returned to their native country and returned back into the NYC school system. This would possibly indicate an interruption in their formal education.

- Administer the initial assessment which includes the oral language assessment, observational survey, running records.
- Prioritize students' needs. The students will be in mainstream classed served by the ESL teacher on a push in/pull-out basis. They will receive additional interventions from the reading and math coaches. Guidance will also be made available when necessary.

b. ELLs in US school less than 3 years: LAB-R results will determine the services offered. Parent meetings will be offered to familiarize families to programs and community. Parent workshops are also provided to help parents get familiar with and learn about the curriculum, so they may take an active part in their child's learning. The full range of assessment will be administered to monitor progress through the stages and on- going language experience lessons will be offered in the classroom. Parents will be invited to the after school program to work with the teacher and students to further acclimate themselves to the NYC school system. We would also offer: Buddy Pairing, Extended Day Program, Open School Night and Guidance when necessary.

c. ELLs receiving services 4 to 6 years: Analyze data of all NYSESLAT, interim assessments, test scores and class work to determine specific area(s) of needs. Work in collaboration with the classroom teacher to continually plan according to the needs of the child. An informal assessment conducted by the SBST to see if any recommendations can be made or other interventions suggested. We would also offer: Extended Day Program, Continued ESL Push-in/small group/differentiated instruction, Peer tutoring, Technology Programs, Keeping open communication with parent and Guidance when needed.

d. Long Term ELLs (6 years +): Determine whether the child's need is language based or developmental. We will then use a full range of assessments to determine the need for the AIS services. The SBST will also informally observe to make any recommendations. We will also offer the mentioned above.

6. The materials used are standard based in both content areas of literacy and math. Our balanced literacy instruction incorporates themed and leveled readers that allow children to make connections to their everyday lives as well as provide pattern and repetition to better reinforce sight words, vocabulary and comprehension. The ELL-SWDs are taught in small groups to better address their individual needs while providing them with the opportunity to listen and converse about different genres of literature with their peers. Our Math program allows all children to explore with the use of manipulatives and educational games that interest and keep them actively involved in their learning using the TPR technique. Through the help of an AUSSIE Consultant our lessons are being tiered to differentiate instruction to better address the ELL-SWDs needs. If in the case an ELL -SWDs whose IEP mandates Bilingual Instruction, an alternate placement para professional is made available.

7. Using the push in model to our ELL-SWDs allows them the opportunity to work and learn in the comfortable atmosphere of their classroom. They work together with their peers in small groups to address their needs in all content areas. Mainstreaming and buddy program is used when appropriate. Groups are leveled and instruction is differentiated according to specific skills. The classroom teacher, ESL teacher, Speech and Occupational Therapist organize their schedules to provide each child with the most effective learning

## A. Programming and Scheduling Information

experience. Flexible grouping takes place in both Reading and Math, which allows for increased engagement, high expectations and on going counseling and mentoring. Parental involvement is always encouraged and appreciated.

### 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	N/A All classes at PS121 are		Taught solely in English	
Social Studies:				
Math:				
Science:				

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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

8. Our support services are provided to the ELLs are both reading/writing and math intervention. The Reading/Writing Intervention teacher uses 100 Book Challenge assessment tools to assess students, target weak areas and build upon areas of strength. The IRLA is a standard based assessment which pinpoints a child's weak areas, ECLAS is used as a writing assessment in conjunction with the 5Types of Writing, Fountas and Pinnell addresses phonics and Running Records are used as an ongoing assessment tool. The Math Intervention Teacher uses the Chicago Math Program to asses' students and uses item analysis to address needs, EDM end of unit tests, ECAM (K-2) and Guide Posts (K). Predictive ELA and Math Assessments (3-5). These interventions are offered in English.

9. During the first year after reaching proficiency, parents will be notified on how the services will be decreased gradually. The services will be decreased (every two months) from 180 minutes to 120 minutes to 90 minutes to 45 minutes in duration. These children will still qualify for the proper testing modifications.

10. This year we will be incorporating a push in model for grades 1-5. 100 Book challenge will be used across all grade levels and Smart Board Technology is in place in all classrooms. AUSSIE Consultants are training teachers to help strengthen the core literacy instruction school wide.

11. No programs or services will be discontinued for ELLs.

12. ELLs are heterogeneously mainstreamed into the classroom where they are eligible for all school programs available. We offer an after school program for all children inclusive of ELLs. There will be 1 teacher holding an ESL license accompanied by fellow teachers who use ESL practices and strategies. This program will assist students with the enhancement of their literacy skills, strengthen their writing skill and work on test taking skills to better prepare them for the NYSESLAT and other state tests. The Title III funding is for our After School Program. Our ELLs fully participate and have access to all school programs such as Band, Chess and Ballroom Dancing, As well as, the After School Program that is offered.

13. Our literacy curriculum supports the development of our students', inclusive of the English Language Learners' academic language. In the classrooms, the students are immersed in print rich environments. The classroom libraries are well equipped with a variety of trade books that are organized by genres and levels. The students are made aware of their independent reading levels. They are given the opportunity to read independently (100 Book Challenge) or engage in book talks within groups or during whole class discussions. Each classroom teacher meets with two scheduled groups of students daily to guide them in their application of effective reading strategies. (Through Fountas and Pinnel children are taught using their instructional level). A risk free environment is promoted, which encourages our students to share their learning and to clarify their misconceptions.

The ELL children at the beginning and intermediate levels will work on programs from Learning Resources. These programs work on learning phonics and language patterns through listening, speaking, reading and writing. Through big books, posters and poetry it engages children in conversations about specific scenes and encourages them to communicate among themselves while the teacher serves as a facilitator. Also while teaching and reinforcing vocabulary using predictable, basic language patterns. Theme-based readers and activities are used to promote essential literacy skills in all levels. Grammar skills will also be incorporated with The Five Types of Writing to aid in all ELL children's writing. These programs align with the state standards as well as preparation for the NYSESLAT exam. Smart Board Technology will also be incorporated into their learning. Smart Boards are in place in every classroom.

14. Native Language Support will be delivered in our ESL Program through dictionaries, charts and pictures that feature translations in the different languages to develop vocabulary, to help associate words with object and to build oral language skills. Learning Resources is a program used to build and strengthen vocabulary and reading. Content area state tests will be ordered in child's native language when

necessary.

15. Yes, required services support and resources correspond to ELLs ages and grade levels. Programs, curriculum and lessons are planned specifically to the needs and levels of the child. Technology programs used are age appropriate, comprehensible and leveled accordingly to address the skills to be taught and reinforced.

16. Our Parent Coordinator hosts a Welcome Meeting for all parents inclusive of ELLs. This meeting and other meetings held will help families get acclimated to programs and resources within the community. A Back to School Night orientation, workshops and other activities, such as these, are also set up to familiarize all families with the school and community.

17. There is no language elective offered at PS 121.

### 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.

#### Professional Development and Support for School Staff

To ensure that ELL students receive adequate instruction in order to acquire English proficiency, a certified ESL teacher has been appointed to provide ESL services at PS 121 to all staff working with ELL children. The development of the teachers involved in the collaborative structure established to achieve the goals set for the ELL students is also considered as a factor that may influence our success. Therefore the ESL teacher receives training to further develop her understanding of the ESL methodologies and will turnkey that information to the classroom teachers who teach ELL students. Please see attached schedule of PD workshops.

All staff members paraprofessionals, special education teachers, psychologists, secretaries and parent coordinators will participate in a full day of training on November 8th sponsored by AUSSIE.

The AUSSIE Consultants will help to strengthen the core literacy instruction school wide.

Teachers will be coached to use language development techniques when conferencing with students in Literacy.

Coaches will provide professional development to teachers in using Making Meaning, a program designed to develop language in students to further develop conversational techniques.

As an outgrowth of our school inquiry, all teachers will be trained during common planning time to demonstrate how to use questioning to focus on higher order thinking skills.

## 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?

Ms. Brunson our Parent Coordinator encourages all parents inclusive of ELLs to participate in our workshops and meetings. Throughout the year teachers hold workshops to help parents become better acquainted with the curriculum so they may take a more active part in their child's education. Parental volunteers are always welcomed and encouraged. Parents can assist the classroom teacher or observe if they like. Also many meetings are held where the parents can have their questions and concerns addressed. The schedule is as follows:

\*September: Meeting will be devoted to discuss assessments: NYSESLAT, State ELA and Math Test

\* October: Parents will be invited to observe in their child's class and discuss observations.

ELL Parents will be invited to in September/October to an orientation meeting to discuss program requirements, state standards, assessments, reason for identification, and level of English proficiency, methods of instruction and how the program will better assist the child, as well as, other pertinent information.

\*November: ELL Parents will be invited to participate in their child's ELL instruction. A follow up question and answer period will ensure that their parents agree with their child's placement and develop a home/school partnership.

\*December: Parents will be invited to share a display of the students' writing genre whereby each child produces a piece of writing and present it orally.

\*January/February: Parents will meet with the ELL teacher, classroom teacher and administration to discuss their child's progress, the method of delivery and adjustments that will be made for the school year.

\*March: Parent's Meeting will align with the Parent's Association Meeting hosting the first series of the Literacy Development Workshops focusing on Oral Language Development.

\*April: The second series of the Literacy Development Workshop focusing on Listening and Speaking.

\*May: Workshop focusing on Writing, translating the Listening and speaking aspect of the standards into writing that will reflect the students' own voice.

\*June: Parents will meet to discuss the results of assessments and their child's placement for the next year.

At PS 121 we have an open door policy where all parents inclusive of ELLs are welcomed to come in and speak with administrators, teachers and Parent Coordinator. We are here to address any questions, needs and concerns our parents may have. Parents' needs are continually evaluated through parent surveys, meetings and conversations.

Our Parent Coordinator is both helpful and informative. Translators are on staff and available when needed (Spanish speaking). Letters, memos and literature relating to school issues are translated as well as needed. Our local Public Library also offers Adult ESL classes which are recommended to parents who express interest.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		2	2	3	1									8
Intermediate(I)		1	3	2	2	2								10
Advanced (A)		2	2	2	4	4								14
Total	0	5	7	7	7	6	0	0	0	0	0	0	0	32

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1. The data patterns reveal that our students successfully acquire language at proficiency levels. Oral language exposure has improved the students listening and speaking skills. This results in steady gains toward advanced levels in reading and writing. The trend that is reoccurring is that students do better as they advance in grade level. Assessment tools are as follows:  
 \*ECAM \*ECLAS(writing assessment) \*Inquiry Study \*5 Types of Writing  
 \*EDM (end of Unit Math Tests) \*5 Types of Writing \* Predictive ELA and Math Assessments(3-5)  
 \*Guide Posts(Kindergarten) \*Fountas & Pinnell(Phonics) \*100 Book Challenge

Our Inquiry Study is needs based and ongoing throughout the year. There is a facilitator on each grade who meets with the grade teachers to collect and review data from the assessments to see the areas of strengths/weaknesses. Lessons are planned and instruction is differentiated to meet those needs. This team is made up of Administration, Facilitators, Coaches and Classroom Teachers. This data drives instructional planning, addressess specific subgroups where assessments show areas of weakness. Our goal is to improve scores that are low as well as meeting grade level requirements.

2. Overall through the NYSESLAT and other state tests we have seen a progress of all our children inclusive of ELL students. Annually most children have advanced in the levels (scores) with at least a 5% of children reaching their level of proficiency in the NYSESLAT each year. Using the data from the NYSESLAT we continue to plan lessons focusing on the specific needs of each child to further reinforce and review the necessary skills needed so they may reach proficient level in all subject areas. Through this data we do see that children are reaching proficiency faster in the areas of Listening and Speaking. In the areas of Reading and Writing there has been advancement at a more gradual pace. According to the data of the LAB-R we see the need for the Beginning and Intermediate levels to build vocabulary and phonics. As well as oral language development. Advanced Levels work in these areas as well along with building comprehension. As children advance through grades they are performing better in their reading and writing.

3. Oral language development will continue to be supported in grades 3-5 through reading and strategic reading on grade 5. We will increase our focus on listening by immersing students in focused read-aloud and center work at the listening station. Through our balanced literacy program, students will read leveled books at their independent level. During guided and independent reading students will also practice their reading abilities. We will further develop writing through the use of the writing process. Instruction will be scaffold into interactive writing then guided and finally a more independent mode. Children will continue to write daily and they will be given the opportunity to self and peer edit which will help to build upon and strengthen their skills. Staff members involved in the planning of these instructional practices are Reading Coaches (Ms. McCarthy, Ms. Suglia, Ms. Mazzarona along with Ms. Massaro and the classroom teachers whose classes house the ELL children.

4. Our ELL students continue to make progress on the NYSESLAT exam. The scores of the ELA and State Math Test show our ELL children making slow but steady gains. The State Science test is showing our ELL students making nice progress scoring a 3 or 4. We will continue to work in collaboration with the ELL Teacher(Ms.Massaro), Classroom and Cluster Teachers to continually support our ELL children. We will plan lessons that differentiate and scaffold instruction as necessary across the grades to further improve the child's needs and performance. Reading and Math Coaches(Ms.Mazzarana,Ms.Suglia,Ms.McCarthy,Ms.O'Sullivan) ESL Teacher(Ms.Massaro), Classroom Teachers and administration will work colaboratively to plan effectively. These meetings take place weekly. A Data Wall is kept color coding all subgroups and their levels. Through this data we do see our ELL children progressing as they advance each year. Most of our ELL children take the state Math and Science tests in English however, those 3 children who took it in their Native language scored 3 on Science and 1-2 on Math. The language used for instruction at PS 121 is English. Native Language is supported through

Spanish/English dictionaries, charts, pictures and leveled libraries. When necessary State Tests are ordered in their native language. Teachers are looking closely at the analysis of the ELL assessments, along with the ELL Teacher. They are looking for the global needs of the group, to be addressed during share time, and the needs of the individual students that can be addressed either during guided reading or guided math lessons. Lessons are planned and incorporated during the push in ESL time and during regular instruction. At parent meetings they are sharing the results with parents and asking their assistance in working with students. ELL teacher shares the result of the interim assessments with the classroom teacher where they both define strategies that will be used to address the needs. Planning for ELL groups is driven by these interim assessments.

5. N/A

6. We evaluate the success of our ELL program through Test Scores such as the NYSESLAT, NYS Math and ELA. As well as, Teacher observational, informal and interim assessments, 100 Book Challenge Notes, Fountas and Pinnel assessments, Inquiry Study and running records.

### 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.

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## Part VI: LAP Assurances

School Name: <u>121</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

**School Name: 121**

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 11X121      **School Name:** P.S.121x Throop School

**Cluster:** 1      **Network:** 109

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

**Part A: Needs Assessment Findings**

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

- a. Looked at list of eligible ELL students to see what languages they speak.
- b. Looked at home language surveys of new students.
- c. Asked Parent Coordinator for input.
- d. Survey classroom teachers

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.

Reviewing our Home Language Surveys of our newly admitted ESL learners the majority are Spanish speaking. Of our 38 ELL students 32 are Spanish. Using the ATS Code RELL we also reviewed all of our eligible ELL students to properly place them heterogenosly within 1 class per grade for the upcoming year. The ESL teacher works in collaboration with the classroom teacher to address the ELL needs. Our Parent Association helps the new comers (students and families) get better acclimated with our school and community. Welcome meetings are held as well as Back to School Nights, where Spanish speaking translators are available. There is also informative flyers and literature in the necessary navite languages needed. Ther Parent Coordinator is very involved in assisting both new comers and previous enrolled ELL students and their fmailies. Throughout the school year Parent Meetings are held monthly to help all ELL parents become better acquainted with the curricullum. At these meetings Spanish speaking translators are available along with translated literature in the family's native language needed. Out technology teacher also provides translation services done via internet and or with home letters, memos, and homework for ELL students and parents. This is shared with Parent Coordinator, Administrators, and Staff.

## Part B: Strategies and Activities

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

- Letters notifying parents of student's services.
- Flyers inviting parents to meetings
- Assistance to parents with any type of school related communication (i.e. letters to teachers, referrals, doctors notes, homework).
- Teachers with the ability to translate will be identified and will be available before and after school to assist parents where needed.
- Translations are done via internet, in school and or at home: letters, memos and homework for ELL students and parents. This is shared with Parent Coordinator, Administrators, and Staff.

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.

- Translation services during registration
- Translation services during parent orientation
- Translation services during ELL parent's meeting
- Translation during teacher's meetings
- Translations during parents' association meetings
- Teacher with the ability to translate will be identified and will be available before and after school to assist parents where needed.

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>.

- Poster concerning Language Assistance Services will be displayed on parent information bulletin board near entrance of the school.
- Copy of Attachment A, of Chancellor's Regulation A-663 will be distributed during the first parent meeting as well as at registration.
- A link is provided in the school's web page directing parents to [www.nycenet.edu/Offices/Translation/ContactUs/Default.htm](http://www.nycenet.edu/Offices/Translation/ContactUs/Default.htm)

## 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: PS 121	DBN: 11X121
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 13
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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: Title III funds provided for the 2012-2013 school year will be allocated towards an after school extended day program. This program will begin - October 23rd and run through April. One Certified ESL teacher will provide targeted Intervention to all ELLs in the after school program. The ELL after school will meet on Tuesday and Wednesday afternoons from 2:50- 4:20. This instruction will be solely in English with some Spanish support for those Beginner learners who need it. This program will house all levels of ESL learners across the 3rd to 5th grades. Based on the data of the NYSESLAT there will be 2 Beginners, 6 Intermediates, 2 Advanced and 3 Proficient (13 ELL students in total). Instruction for this program will focus on literacy (reading and writing) and math; using ESL methodologies to better prepare them for the NYSESLAT, ELA and State Math Test. In addition a listening component will enhance their ability to process the English Language using their auditory skills. Smart Board Technology will also be incorporated as well as a rotation of small group instruction focusing on the needs and skills that need to be strengthened and reinforced. Smart Board Technology will be used to teach learners of different ages and levels to speak and understand the English language. Through the use of this technology it will help to assist and reinforce skills that are inclusive of the four modalities of Listening, Speaking, Reading and Writing. It provides lessons, educational games, activities and quizzes which all align with both the ESL Standards as well as NYS Standards. It provides a fun and interactive way for each child to further progress and support the academic gains of all ELL children. Small group instruction will be needs based for all levels of children. Differentiated Instruction will support literacy and math lessons. Leveled readers and math games will keep the children interested and actively involved in their learning. Lessons implemented will focus on the children's reading and writing levels. Test prep activities such as listening exercises, grammar and phonics work will also be incorporated in the instruction to help all ELL children to make the necessary academic gains in their Writing to better perform on the NYSESLAT and other state tests. Based on the data of the NYSESLAT, ELA and Math Test scores our ELL population has been making positive gains in this area of need.

### 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: To ensure that ELL students receive adequate instruction in order to acquire English proficiency, a certified ESL teacher has been appointed to provide services at P.S.121. The development of the teachers involved in the collaborative structure established to achieve the goals set for the ELL students is also considered as a factor that may influence our success. Therefore, the ESL teacher will receive professional ongoing training through workshops offered under the DOE to further develop her understanding of ESL methodologies and will turnkey that information to the classroom

### Part C: Professional Development

teachers. Through the Literacy Support Systems the ESL teacher along with the teachers whose classrooms house the ELL children and receive push in services will receive Professional Development. Teachers will be coached to use language development techniques when conferencing with students in our 100 Book Challenge Program. Teachers will also be trained on how to more effectively use Making Meaning, a program designed to develop language in students and to develop conversational techniques. This knowledge will only help and assist the ESL teacher as well as, the teachers whose classrooms receive ESL push in services. These teachers will work collaboratively in planning more effective lessons during small group instruction time during the ELL after school session. Along with the Professional Development, during common preps the ESL teacher will provide strategies for enhancement of students' language skills to staff involved in the after school program. A study group including the ESL Teacher and the cooperating teachers whose classrooms contain ELL Learners will be presented with research in second language learning, using materials that were distributed at regional professional developments. Also, professional texts and journal articles will be reviewed and discussed to help our team keep abreast on current issues and findings. Curriculum mapping, writing units of study, oral language development will also be topics of discussion as they are a school wide focus. All of these strategies will assist our second language learners. The 100 Book Challenge Professional Development for ELL teachers will discuss how this program encourages, teaches and rewards children to read on their independent level. This program provides students with standard based leveled books that they can read independently with successful decoding and comprehension. Instruction is differentiated according to the ELL child's level and allows each child to excel at their own pace. The Professional Development will take place on the following dates and address the following topics for the ESL teacher and the teachers whose classrooms receive push in services 9/10,13&24/12 JiJi Math computer program training. Ms. Irwin, the Aussie Consultant, to model ECAM diagnostic.9/28/12,Ms. Gadlin, the Aussie ELA Consultant will meet with teachers to discuss goals and objectives. 10/2,17 &19/12 ECAM analysis, planning instruction with Ms. Irwin. Educational DVD of Number Talks Lessons will be viewed and discussed. 10/3,12&16/12 ELA Curriculum planning, performance tasks intergrating SS/ELA with Ms. Gadlin. 10/2, 10 &19/12 ECAM Analysis, planning instruction and Basic Facts Interview with Ms. Irwin. 10/23&24/12 Discuss/implement Inquiry study and RTI model, input assessment data online. 11/05/12 Assessing children's levels, 11/08/12 How to use Fountas and Pinell (assessment tool) and individualized reading, 11/09/12 Running Records, 11/19 &20/12 Conferences, Inter-visitations of classrooms for teachers to observe other pedagogues. Also on November 6th Professional Development will take place. The ESL Teacher and teachers whose classrooms house the ELL children will participate in a full day of training by an AUSSIE Consultant, JiJi Training and Units of study in both Reading and Math. Teachers will be coached to use language development techniques, as well as TPR when lesson planning and conferencing with students. Teachers will also be trained (ongoing) during common planning time, to demonstrate to students how to use questioning to develop higher order thinking skills. This program develops the love and enjoyment of reading for all ELLs. Through this focus children are eager to read more and enhance their strategies to become the best readers they can. This also provides an excellent tool for the ESL teacher to scaffold strategies from the Professional Development to enhance and support the ELA curriculum to better address the needs of the ELLs.

### 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

#### Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: Parent involvement will be encouraged through monthly meetings that will address the needs of the ELL population that is specific to P.S.121. The monthly meetings are as follows:

September- discuss assessments: LABs, NYSESLAT, State ELA , Science and Math Test., which all ELL children are mandated to take (except those exempted from the ELA if new to the NYC school system). Testing modifications will be discussed where applicable.

October 22nd, 23rd and 25th - parents will be invited in to observe their child's class and discuss observations. Volunteer Training Workshop for any ELL Parent that would like to participate/help in their child's classroom or school.

November 8th, 9th, and 29th - ELL parents will be invited to participate in their child's instruction. A follow up question and answer period will ensure that parents agree with their child's placement and develop a home/school partnership. Also discussed will be the different at home strategies that can be used to help their child strengthen their skills. Workshops will address developing reading skills, 100 Book Challenge, Math Games and for the upper grade children the middle school process.

December 6th and 21st - Parents will be invited to share a display of the students' writing genre whereby each child produces a piece of writing about their own families traditions and customs. This will be a celebration of our ELLs and each child will present their writing orally. Embracing each others differences our goal is to help our ELL population become more like a "School Family." Workshops will also address the explanation of progress reports and filling out middle school applications.

January 10th and 18th- Each parent will meet with the ELL teacher, classroom teacher and administration to discuss their child's progress, the method of delivery and adjustments that will be made for the rest of the school year. Workshops will also address the writing process and ELA and NYSESLAT test prep.

February- Workshops will address SES Services, Valentine Reading Workshop and Math Test Prep.

March - Parent's meeting will align with the Parent's Association meeting where the ELL teacher will join the Literacy Support Team and present the first series of Literacy Development Workshops focusing on Oral Language Development. As well as, a Parent Survey information Session.

April- The second series of Literacy Development Workshops will be presented. The topic will be Listening and Speaking. A workshop will also be given on Science Test Prep for upper grade ELL students.

Family Fun Fitness Workshop- April 25th, May 2nd, 9th 16th and 23rd

May- The topic of the Parent's Meeting will be Writing. Focusing on translating the Listening and

### Part D: Parental Engagement Activities

Speaking aspect of the Standards into Writing that will reflect the student’s own voice.

June- The parents will meet to discuss the results of the Assessments and their child’s placement for next year.

At P.S 121 we have an open door policy all parents of ELLs are welcomed to come in and speak with Administration, teachers and our Parent Coordinator. Additional meetings and workshops are planned according to the needs/concerns being expressed by our parents. Spanish speaking Translators are on staff and always available when needed. A teacher on staff translates any notices ,in Spanish, to inform parents of workshops and any type of communication needed between teacher and parent. We inform parents of the very helpful DOE website which provides information about English as a Second Language in many different languages as well as, the workshops that are offered through DOE for ELL Parents. The website is also used by the ESL teacher and those teachers working with the ELL learners when translation is needed in another language other than spanish. The Translation and Interpertation Unit is also of assistance when a parent of another language, other than Spanish, is needed when important information or correspondence needs to be discussed or addressed.

A Parent meeting scheduled on November 19, 2012. The AUSSIE consultant will work with the ELL parents and model the use of skills cards to help keep the parent informed and participate in their child’s success. Explain how to set quantity practice targets, monitor and reward to ensure that the ELL student adopts the independent reading routines to obtain academic success . Assist ELL parents in how to adopt successful home support routines, through the use of comprehension questions, games, phonics and sight word lists, to enhance their child’s reading. She will explain the use of continued assessment tools and differentiation provided to ELL students. Parents will be given the necessary information to monitor, support and improve their child’s reading. Further explain the collection of data of the student’s independent reading level, amount of time reading in school and at home with family support improves each child’s overall independent reading level based on assessments, skills cards, quizzes and test scores.

### Part E: Budget

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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