



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/IS 121 NELSON A. ROCKEFELLER

DBN (i.e. 01M001): 21K121

Principal: ANTHONY MUNGIOLI

Principal Email: AMUNGIO@SCHOOLS.NYC.GOV

Superintendent: ISABEL DIMOLA

Network Leader: NEAL OPROMALLA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anthony Mungiola	*Principal or Designee	
Lucille Randazzo	*UFT Chapter Leader or Designee	
Natalia Petito	*PA/PTA President or Designated Co-President	
Maria Lopez	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Inbal Wahaba	Member/ Teacher UFT	
Michelle Lombardo	Member/ Teacher UFT	
Carmelina Gallo	Member/ Parent	
Carlina Musante	Member/ Parent	
Christine Schneider	Member/ Parent	
Melissa Yudenfreund	Member/ 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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the percentage of all students in grades 3-8 meeting or exceeding grade level standards (Level 3 or 4) in ELA will increase by 10% as measured by the results of the 2014 NYS ELA assessment.

Comprehensive Needs Assessment

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

- An analysis of the New York City Department of Education Progress Report Data shows that the percentage of all students in grades 3-8 meeting or exceeding grade level standards (Level 3 or 4) in ELA in 2012-2013 was 26.6%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Development and Implementation of A School-Wide Instructional Focus:** In order to ensure coherent instruction and activities the Lead Instructional Team developed a shared instructional focus centered on close reading, and questioning and discussion techniques. The focus was designed to increase engagement, connect students to text, and emphasize rigorous habits and higher order skills. The Instructional Focus is being implemented school-wide in conjunction with other strategies.
- 2. Selection and Adoption of New Curricula:** In order to better align instruction with the CCLS, there was selection process and adoption of new Common Core aligned literacy curriculums, *ReadyGen* for Grades K-2 and *Expeditionary Learning* for grades 3-8. Implementation of both programs assists in integrating the common core instructional shifts. The programs are designed to engage students in multiple reads of complex texts through more structured whole-group and small-group activities.
- 3. Facilitation of Ongoing Professional Development:** The Professional Develop Plan provides ongoing support and training for staff focusing on effective teaching practices based on the Danielson Teaching Framework, the implementation of new curriculums, providing supports and scaffolds from these curriculums, developing additional supports and scaffolds, and the school-wide focus.
- 4. Establishment of a Professional Learning Community (PLC):** An extended day opportunity, with an inquiry focus, facilitated by the Lead Inquiry Team, allows a team of teachers to meet regularly, engage with a professional text, to review student work, discuss instructional practices, and plan scaffolds and multiple entry points for all students. This will lead to an inter-visitation structure that will allow the PLC to view and assess the impact of their work.
- 5. Implementation and Adjustment of an Academic Intervention Support (AIS) Plan:** The Instructional Cabinet is developing a strategic AIS plan to meet the needs of students based on ongoing needs assessments and data analysis. AIS support staff will consult with classroom teachers to provide interventions and scaffolded support for students meet the rigorous demands of the new curriculum.
- 6. Utilization of Common Planning Structures:** Teachers will be supported by our Lead Instructional Team. Members of the Lead Instructional Team will meet weekly to plan and will meet with academies regularly to support teachers in planning and implementing the new curriculum. During common

planning meetings teachers will meet to develop supports, scaffolds, checklists, discussion prompts, examine assessments, and use resulting data to adjust instructional practices and plan targeted instruction.

- 7. Incorporation of Enrichment Opportunities to Increase Student Learning:** Enrichment opportunities, both during and after school, will provide students with differentiated instruction designed to increase engagement, and improve instructional outcomes for all learners. These opportunities will incorporate different learning styles and engage students through the arts and hands-on activities.

B. Key personnel and other resources used to implement each strategy/activity

1. Lead Instructional Team: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel.
2. Lead Instructional Team: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel.
3. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, Network Support Personnel.
4. Lead Instructional Team and Members of The PLC: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel, PLC Members.
5. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, AIS Teachers
6. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, Team Facilitators
7. Principal, CBOs (LEAP – Learning Through Expanded Arts Program, and Marquis Studio, Enrichment Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments.
2. Improvement in instruction as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments.
3. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of professional development.
4. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of learning and inquiry, including leader facilitation.
5. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments.
6. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of meeting focus and inquiry work.
7. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments. Improvement in engagement levels as reported in the NYC DOE Learning Environment Survey.

D. Timeline for implementation and completion including start and end dates

1. Development of the School-Wide Instructional Focus began in June 2013 and implementation will continue through June 2014.
2. Selection and adoption of new curricula began in June 2013 and implementation will continue through June 2014

3. Facilitation of ongoing professional development began in July 2013 and will continue through June 2014
4. Establishment of the PLC began in July 2013 and will continue through June 2014
5. Implementation and adjustment of an AIS support plan began in September 2013 and will continue through June 2014
6. Utilization of common planning structure began in September 2013 and will continue through June 2014
7. Incorporation of Enrichment opportunities began in September 2013 and will continue through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funding to support Instructional Coaches, Data Specialist. Provision of weekly meeting time for Lead Instructional Team.
2. Funding to support Instructional Coaches, NYSTL funding for curricula materials
3. Funding to support Instructional Coaches, Data Specialist, teacher coverage for teachers attending professional development
4. Per Session funding for Lead Instructional Team and PLC members
5. Funding for Data Specialist ,funding for AIS Teachers, programming of common periods for targeted support
6. Funding to support Instructional Coaches and programming of common planning periods
7. Funding for CBO and programming of residencies

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Engage the School Leadership Team in planning workshops and parent meetings.
- Conduct parent workshops with topics that may include: Understanding Data, Understanding CCLS, Understanding Instructional Strategies and Support, Understanding the Citywide Instructional Expectations, Understanding Shifts in Instruction, Assessment, State Exams and Homework Help.
- 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/goals allow parents to provide suggestions.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- Monthly PTA Meetings.
- Use of School Messenger System, an automated, computer-based telephone calling system that can deliver school-wide and targeted messages to parents.
- Parent Lending Library
- Monthly Newsletters are posted on the School website.
- Periodic student goals are sent home to parents.
- Parent Coordinator will host various workshops such as how to use ARIS Parent Link.
- Utilize email to communicate regularly with parents.
- Utilize online grading tools to communicate progress.
- PTC, Progress reports, phone conferences, CCLS report Cards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
---	----------	--	----------	--	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #2

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

Annual Goal #2

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

--

By June 2014, the percentage of all students in grades 3-8 meeting or exceeding grade level standards (Level 3 or 4) in Mathematics will increase by 10% as measured by the results of the 2014 NYS Mathematics assessment.

Comprehensive Needs Assessment

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

An analysis of the New York City Department of Education Progress Report Data shows that the percentage of all students in grades 3-8 meeting or exceeding grade level standards (Level 3 or 4) in 2012-2013 was 34.2%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 1. Development of A School-Wide Instructional Focus:** In order to ensure coherent instruction and activities the Lead Instructional Team developed a shared instructional focus centered on close reading and questioning and discussion techniques. The focus was designed to increase engagement, connect students to text, and emphasize rigorous habits and higher order skills. The Instructional Focus is being implemented school-wide in conjunction with other strategies. The literacy based focus is connected to Mathematics through an understanding that all literacy skills, including close reading strategies, are necessary for understanding complex/multi-step word problems, and that questioning and discussion techniques requiring students to justify their thinking, apply to Mathematics instruction.
- 2. Selection and Adoption of New Curricula** In order to better align instruction with the CCLS, there was a selection and adoption of new Common Core aligned Mathematics curriculums, *GO Math* for Grades K-5 and *Pearson Core Mathematics Program Three (CMP3)* for grades 6-8. Implementation of both programs assists in integrating the common core instructional shifts. The programs are designed to create coherence across the grades, and engage students in a deeper understanding of concepts and application of concepts.
- 3. Facilitation of Ongoing Professional Development:** The Professional Develop Plan will provide ongoing support and training for staff focusing on effective teaching practices based on the Danielson Teaching Framework, the implementation of new curriculums, providing supports and scaffolds from these curriculums, developing additional supports and scaffolds, and the school-wide focus.
- 4. Implementation and Adjustment of an Academic Intervention Support (AIS) Plan:** The Instructional Cabinet is developing a strategic AIS plan to meet the needs of students based on ongoing needs assessments and data analysis. AIS support staff will consult with classroom teachers to provide interventions and scaffolded support for students to meet the rigorous demands of the new curriculum.
- 5. Utilization of Common Planning Structures:** Teachers will be supported by our Instructional Cabinet. Members of the Instructional Cabinet will meet with academies regularly to support teachers in planning and implementing the new curriculum. During common planning meetings teachers will meet to develop supports, scaffolds, checklists, discussion prompts, examine assessments, and use resulting data to adjust instructional practices and plan targeted instruction.
- 6. Incorporation of Enrichment Opportunities to Increase Student Learning:** Enrichment opportunities, both during and after school, will provide students with differentiated instruction designed to increase engagement, and improve instructional outcomes for all learners. These opportunities will incorporate different learning styles and engage students through the arts and hands-on activities, with connections to mathematics, through music,

architecture, entrepreneurship, and economic literacy.

2. Key personnel and other resources used to implement each strategy/activity

1. Lead Instructional Team: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel.
2. Lead Instructional Team: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel.
3. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, Network Support Personnel.
4. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, AIS Teachers
5. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, Team Facilitators
6. Principal, CBOs (LEAP – Learning Through Expanded Arts Program, and Marquis Studio, Enrichment Teachers)

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments.
2. Improvement in instruction as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments.
3. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of professional development..
4. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments.
5. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of meeting focus and inquiry work.
6. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments. Improvement in engagement levels as reported in the NYC DOE Learning Environment Survey.

4. Timeline for implementation and completion including start and end dates

1. Development of the School-Wide Instructional Focus began in June 2013 and implementation will continue through June 2014.
2. Selection and adoption of new curricula began in June 2013 and implementation will continue through June 2014
3. Facilitation of ongoing professional development began in July 2013 and will continue through June 2014
4. Implementation and adjustment of an AIS support plan began in September 2013 and will continue through June 2014
5. Utilization of common planning structure began in September 2013 and will continue through June 2014
6. Incorporation of Enrichment opportunities began in September 2013 and will continue through June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funding to support Instructional Coaches, Data Specialist. Provision of weekly meeting time for Lead Instructional Team.
2. Funding to support Instructional Coaches, NYSTL funding for curricula materials
3. Funding to support Instructional Coaches, Data Specialist, teacher coverage for teachers attending professional development
4. Funding for Data Specialist ,funding for AIS Teachers, programming of common periods for targeted support
5. Funding to support Instructional Coaches and programming of common planning periods
6. Funding for CBO and programming of residencies

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Engage the School Leadership Team in planning workshops and parent meetings.
- Conduct parent workshops with topics that may include: Understanding Data, Understanding CCLS, Understanding Instructional Strategies and Support, Understanding the Citywide Instructional Expectations, Understanding Shifts in Instruction, Assessment, State Exams and Homework Help.
- 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/goals allow parents to provide suggestions.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- Monthly PTA Meetings.
- Use of School Messenger System, an automated, computer-based telephone calling system that can deliver school-wide and targeted messages to parents.
- Parent Lending Library
- Monthly Newsletters are posted on the School website.
- Periodic student goals are sent home to parents.
- Parent Coordinator will host various workshops such as how to use ARIS Parent Link.
- Utilize email to communicate regularly with parents.
- Utilize online grading tools to communicate progress.
- PTC, Progress reports, phone conferences, CCLS report Cards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
---	----------	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 10% of the lowest performing identified bottom third population in grades 4-8, inclusive of English Language Learners and Students with Disabilities, will achieve one performance level increase (Level 1 - Level 2 or 3 or Level 2 - Level 3 or 4) in ELA as measured by the 2014 NYS ELA exam.

Comprehensive Needs Assessment

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

An analysis of the New York City Department of Education Progress Report Data shows that:

- The percentage of all students in grades 3-8 meeting or exceeding grade level standards (Level 3 or 4) in ELA in 2012-2013 was 26.6%.
- 100% of students in the lowest third were Level 1 or Level 2.
- 98% of students in the lowest third were Level 1
- 100% of Self-Contained students were Level 1 or 2
- 95% of SETSS Students were at Level 1 or 2

- The median adjusted growth percentile for the lowest third in ELA was 69.0 in 2012-2013.
- 27.6% of ELLs were at 75th growth percentile or higher.
- 41.9% of the lowest third were at 75th growth percentile or higher.
- 24% of students in Self-Contained/ICT/SETSS were at 75th growth percentile or higher.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

- 1. Development of A School-Wide Instructional Focus:** In order to ensure coherent instruction and activities the Lead Instructional Team developed a shared instructional focus centered on close reading and questioning and discussion techniques. The focus was designed to increase engagement, connect students to text, and emphasize rigorous habits and higher order skills. The Instructional Focus is being implemented school-wide in conjunction with other strategies. Specifically, shared supports and scaffolds designed to engage the school's lowest third, English Language Learners (ELLs) and Students With Disabilities (SWDs) are being utilized.
- 2. Selection and Adoption of New Curricula:** In order to better align instruction with the CCLS, there was selection and adoption of new Common Core aligned literacy curriculums, *ReadyGen* for Grades K-2 and *Expeditionary Learning* for grades 3-8. Implementation of both programs assists in integrating the common core instructional shifts. They programs are designed to engage students in multiple reads of complex texts through more structured whole-group and small-group activities. *ReadyGen* and *Expeditionary Learning* provide supports and scaffolds for students in reaching the standards. *ReadyGen* enables teachers to support their lowest third with a Scaffolding Strategies Handbook that works in tandem with the teacher's guide. It provides models of scaffolded instruction and grade appropriate support and guidelines. *Expeditionary Learning* provides the same long-term learning targets for all students while providing multiple pathways for meeting learning targets based on student need.
- 3. Facilitation of Ongoing Professional Development:** The Professional Develop Plan will provide ongoing support and training for staff focusing on effective teaching practices based on the Danielson Teaching Framework, the implementation of new curriculums, providing supports and scaffolds from these curriculums, developing additional supports and scaffolds, and the school-wide focus. Specific professional development centered on purposeful teaching of vocabulary for ELLs, SWDs, and the bottom-third will be provided.
- 4. Establishment of a Professional Learning Community (PLC):** An extended day opportunity with an inquiry focus facilitated by the Lead Inquiry Team allows teachers to meet regularly, engage with a professional text, to review student work, discuss instructional practices, and plan scaffolds and multiple entry points for our bottom third of student performers. This will lead to an inter-visitation structure that will allow the PLC to view and assess the impact of their work.
- 5. Implementation and Adjustment of an Academic Intervention Support (AIS) Plan:** The Instructional Cabinet is developing a strategic AIS plan to meet the needs of students based on ongoing needs assessments and data analysis. AIS support staff will consult with classroom teachers to provide interventions and scaffolded support for students meet the rigorous demands of the new curriculum.
- 6. Utilization of Common Planning Structures:** Teachers will be supported by our Instructional Cabinet. Members of the Instructional Cabinet will meet with academies regularly to support teachers in planning and implementing the new curriculum. During common planning meetings teachers will meet to develop supports, scaffolds, checklists, discussion prompts, examine assessments, and use resulting data to adjust instructional practices and plan

targeted instruction for their lowest third.

- 7. Incorporation of Enrichment Opportunities to Increase Student Learning:** Enrichment opportunities, both during and after school, will provide students with differentiated instruction designed to increase engagement, and improve instructional outcomes for all learners. These opportunities will incorporate different learning styles and engage students through the arts and hands-on activities.

• **Key personnel and other resources used to implement each strategy/activity**

1. Lead Instructional Team: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel.
2. Lead Instructional Team: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel.
3. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, Network Support Personnel.
4. Lead Instructional Team and Members of The PLC: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel, PLC Members.
5. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, AIS Teachers
6. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, Team Facilitators
7. Principal, CBOs (LEAP – Learning Through Expanded Arts Program, and Marquis Studio, Enrichment Teachers

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments.
2. Improvement in instruction as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments.
3. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of professional development.
4. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of learning and inquiry, including leader facilitation.
5. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments.
6. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of meeting focus and inquiry work.
7. Progress in ELA as measured by embedded curriculum assessments, selected period assessments, and state assessments. Improvement in engagement levels as reported in the NYC DOE Learning Environment Survey.

• **Timeline for implementation and completion including start and end dates**

1. Development of the School-Wide Instructional Focus began in June 2013 and implementation will continue through June 2014.
2. Selection and adoption of new curricula began in June 2013 and implementation will continue through June 2014
3. Facilitation of ongoing professional development began in July 2013 and will continue through June 2014

4. Establishment of the PLC began in July 2013 and will continue through June 2014
 5. Implementation and adjustment of an AIS support plan began in September 2013 and will continue through June 2014
 6. Utilization of common planning structure began in September 2013 and will continue through June 2014
 7. Incorporation of Enrichment opportunities began in September 2013 and will continue through June 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Funding to support Instructional Coaches, Data Specialist. Provision of weekly meeting time for Lead Instructional Team.
 2. Funding to support Instructional Coaches, NYSTL funding for curricula materials
 3. Funding to support Instructional Coaches, Data Specialist, teacher coverage for teachers attending professional development
 4. Per Session funding for Lead Instructional Team and PLC members
 5. Funding for Data Specialist ,funding for AIS Teachers, programming of common periods for targeted support
 6. Funding to support Instructional Coaches and programming of common planning periods
 7. Funding for CBO and programming of residencies

Strategies to Increase Parental Involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- Engage the School Leadership Team in planning workshops and parent meetings.
 - Conduct parent workshops with topics that may include: Understanding Data, Understanding CCLS, Understanding Instructional Strategies and Support, Understanding the Citywide Instructional Expectations, Understanding Shifts in Instruction, Assessment, State Exams and Homework Help.
 - 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/goals allow parents to provide suggestions.
 - Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
 - Provide materials and training to help parents work with their children to improve their achievement level in literacy.
 - Monthly PTA Meetings.
 - Use of School Messenger System, an automated, computer-based telephone calling system that can deliver school-wide and targeted messages to parents.
 - Parent Lending Library
 - Monthly Newsletters are posted on the School website.
 - Periodic student goals are sent home to parents.
 - Parent Coordinator will host various workshops such as how to use ARIS Parent Link.
 - Utilize email to communicate regularly with parents.
 - Utilize online grading tools to communicate progress.
 - PTC, Progress reports, phone conferences, CCLS report Cards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, 10% of the lowest performing identified bottom third population in grades 4-8, inclusive of English Language Learners and

Students with Disabilities, will achieve one performance level increase (Level 1 - Level 2 or 3 or Level 2 - Level 3 or 4) in Mathematics as measured by the 2014 NYS Mathematics exam.

Comprehensive Needs Assessment

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

An analysis of the New York City Department of Education Progress Report Data shows that:

- The percentage of all students in grades 3-8 meeting or exceeding grade level standards (Level 3 or 4) in ELA in 2012-2013 was 32.4%.
- 100% of students in the lowest third were Level 1 or Level 2.
- 70% of students in the lowest third were Level 1
- 100% of Self-Contained students were Level 1 or 2
- 90% of SETSS Students were at Level 1 or 2
- The median adjusted growth percentile for the lowest third in ELA was 69.0 in 2012-2013.
- 45.5% of ELLs were at 75th growth percentile or higher.
- 56.3% of the lowest third were at 75th growth percentile or higher.
- 52.0% of students in Self-Contained/ICT/SETSS were at 75th growth percentile or higher.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

- 1. Development of A School-Wide Instructional Focus:** In order to ensure coherent instruction and activities the Lead Instructional Team developed a shared instructional focus centered on close reading and questioning and discussion techniques. The focus was designed to increase engagement, connect students to text, and emphasize rigorous habits and higher order skills. The Instructional Focus is being implemented school-wide in conjunction with other strategies. The literacy based focus is connected to Mathematics through an understanding that close reading strategies are necessary for understanding complex/multi-step word problems, and that discussion techniques requiring students to justify their thinking apply to Mathematics instruction.
- 2. Adoption of New Curricula:** In order to better align instruction with the CCLS, there was selection and adoption of new Common Core aligned Mathematics curriculums, *GO Math* for Grades K-5 and *Pearson Core Mathematics Program Three (CMP3)* for grades 6-8. Implementation of both programs assists in integrating the common core instructional shifts. They programs are designed to create coherence across the grades, and engage students in a deeper understanding of concepts and application of concepts. *GO Math* and *CMP3* provide supports and scaffolds for students in reaching the standards.
- 3. Facilitating Ongoing Professional Development:** The Professional Develop Plan will provide ongoing support and training for staff focusing on effective teaching practices based on the Danielson Teaching Framework, the implementation of new curriculums, providing supports and scaffolds from these curriculums, developing additional supports and scaffolds, and the school-wide focus. Specific professional development centered on purposeful teaching of vocabulary for ELLs, SWDs, and the bottom-third will be provided.
- 4. Implementing and Adjusting of an Academic Intervention Support (AIS) Plan:** The Instructional Cabinet is developing a strategic AIS plan to meet the needs of students based on ongoing needs assessments and data analysis. AIS support staff will consult with classroom teachers to provide interventions and scaffolded support for students meet the rigorous demands of the new curriculum.

5. Utilizing Common Planning Structures: Teachers will be supported by our Instructional Cabinet. Members of the Instructional Cabinet will meet with academies regularly to support teachers in planning and implementing the new curriculum. During common planning meetings teachers will meet to develop supports, scaffolds, checklists, discussion prompts, examine assessments, and use resulting data to adjust instructional practices and plan targeted instruction for their lowest third.

6. Incorporation of Enrichment Opportunities to Increase Student Learning: Enrichment opportunities, both during and after school, will provide students with differentiated instruction designed to increase engagement, and improve instructional outcomes for all learners. These opportunities will incorporate different learning styles and engage students through the arts and hands-on activities, with connections to mathematics, through music, architecture, entrepreneurship, and economic literacy.

• Key personnel and other resources used to implement each strategy/activity

1. Lead Instructional Team: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel.
2. Lead Instructional Team: Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, IEP Teacher/SETTS Provider, GE Grade 3 ICT Teacher, AIS Teacher, Middle School ELA Teacher, Middle School Math Teacher, Network Support Personnel.
3. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, Network Support Personnel.
4. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, AIS Teachers
5. Principal, Instructional Coaches (ELA and Math), Data/ELL Specialist, Team Facilitators
6. Principal, CBOs (LEAP – Learning Through Expanded Arts Program, and Marquis Studio, Enrichment Teachers)

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments.
2. Improvement in instruction as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments.
3. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of professional development..
4. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments.
5. Improvement in Teacher planning and preparation, classroom environment, instruction, and professional growth as measured by classroom observations/teacher evaluations based on Danielson Framework. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments. Teacher documentation of meeting focus and inquiry work.
6. Progress in Mathematics as measured by embedded curriculum assessments, selected period assessments, and state assessments. Improvement in engagement levels as reported in the NYC DOE Learning Environment Survey.

• Timeline for implementation and completion including start and end dates

1. Development of the School-Wide Instructional Focus began in June 2013 and implementation will continue through June 2014.
2. Selection and adoption of new curricula began in June 2013 and implementation will continue through June 2014
3. Facilitation of ongoing professional development began in July 2013 and will continue through June 2014
4. Implementation and adjustment of an AIS support plan began in September 2013 and will continue through June 2014
5. Utilization of common planning structure began in September 2013 and will continue through June 2014

6. Incorporation of Enrichment opportunities began in September 2013 and will continue through June 2014

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funding to support Instructional Coaches, Data Specialist. Provision of weekly meeting time for Lead Instructional Team.
2. Funding to support Instructional Coaches, NYSTL funding for curricula materials
3. Funding to support Instructional Coaches, Data Specialist, teacher coverage for teachers attending professional development
4. Funding for Data Specialist ,funding for AIS Teachers, programming of common periods for targeted support
5. Funding to support Instructional Coaches and programming of common planning periods
6. Funding for CBO and programming of residencies

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Engage the School Leadership Team in planning workshops and parent meetings.
- Conduct parent workshops with topics that may include: Understanding Data, Understanding CCLS, Understanding Instructional Strategies and Support, Understanding the Citywide Instructional Expectations, Understanding Shifts in Instruction, Assessment, State Exams and Homework Help.
- 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/goals allow parents to provide suggestions.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- Monthly PTA Meetings.
- Use of School Messenger System, an automated, computer-based telephone calling system that can deliver school-wide and targeted messages to parents.
- Parent Lending Library
- Monthly Newsletters are posted on the School website.
- Periodic student goals are sent home to parents.
- Parent Coordinator will host various workshops such as how to use ARIS Parent Link.
- Utilize email to communicate regularly with parents.
- Utilize online grading tools to communicate progress.
- PTC, Progress reports, phone conferences, CCLS report Cards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
---	----------	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

7. Strategies/activities that encompass the needs of identified subgroups
6.
8. Key personnel and other resources used to implement each strategy/activity
8.
9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
10. Timeline for implementation and completion including start and end dates
1.
11. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ol style="list-style-type: none"> 1. Extended Day Academic Support 2. Targeted Support Grades 4 – 8 3. Scaffolded Support Grade 6 – 8 4. After School Extra Help 	<ol style="list-style-type: none"> 1. Small Group Instruction 2. Push In Support 3. Small Group Instruction 4. Whole Class Remedial 	<ol style="list-style-type: none"> 1. 8:00 – 8:37 Mon – Wed 2. During School 3. During School 4. After School
Mathematics	<ol style="list-style-type: none"> 1. Extended Day Academic Support 2. Targeted Support Grades 4 – 8 3. Scaffolded Support Grade 6 – 8 4. After School Extra Help 	<ol style="list-style-type: none"> 1. Small Group Instruction 2. Push In Support 3. Small Group Instruction 4. Whole Class Remedial 	<ol style="list-style-type: none"> 1. 8:00 – 8:37 Mon – Wed 2. During School 3. During School 4. After School
Science	Elementary Cluster Teacher, Content Area Licensed Teacher, and Classroom Teachers through ELA Curriculum Embedded Content Support.	Small group instruction	Services are provided during the school day
Social Studies	Elementary Cluster Teacher, Middle School Social Studies Teacher, and Classroom Teachers through ELA Curriculum Embedded Content Support.	Small group Instruction	Services are provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk services at PS 121 are provided by the Guidance Counselor and the School Social Worker. The students are referred by either their teachers or parents for social/emotional issues or concerns that may be affecting the students' performance at school.	At-risk counseling is provided in both one-to-one and small group settings. The setting is decided upon after reviewing the concern and need of the student with the teacher and parent.	At-risk counseling is provided to the students during the school day. It is provided for a six week time frame. At the end of the six weeks, the student's progress is monitored and it is decided with teachers and parents if the service should be continued or modified

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administration will collaborate with Network HR Support Personnel to ensure that non-HQT meet all required documentation and assessment guidelines. • Title I funding will be utilized to support teachers in becoming Highly Qualified Teachers. • Mentors will provide support for teachers that are Not Highly Qualified. • Administration will collaborate with Network Support Personnel to seek Highly Qualified Teachers when positions are open. • Administration will create candidate evaluation committees to identify and interview candidates when a position is available. • During reorganization the administration will utilize teacher license information to ensure that the assignment matches the teacher's license area.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Common Planning time will be utilized to analyze and adjust curriculum to ensure that it is aligned to the CCLS. • An SBO will be utilized to provide time weekly for teachers to engage in inquiry based professional development. • Instructional Coaches will support teachers and paraprofessionals in analyzing and adjusting curriculum to ensure that it is aligned to the CCLS. • Professional Development on the new CCLS aligned curriculums will be provided to support the retention of Highly Qualified Teachers. • Professional Learning Communities will be utilized to support growth of teachers and paraprofessionals. • Network Instructional Specialists will provide feedback on curriculum alignment of curricula and support in planning and delivery of professional development.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Supplies for identified Students in Temporary Housing will be utilized to provide materials that support academic growth and success.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> • Curriculum <ul style="list-style-type: none"> ○ Our Pre-Kindergarten program prepares students for the transition to elementary school by providing rich and varied learning experiences that lay the foundation for college and career readiness. Our literacy curriculum supports the age appropriate development of early literacy skills, with a focus on

phonics, phonemic awareness, fluency, comprehension and vocabulary development. In mathematics, students are encouraged to demonstrate awareness and competence in mathematical practices.

- Professional Development
 - Teachers attend regular professional development during Pre-K non-attendance days provided by the NYCDOE. Topics include:
 - Common Core standards
 - Social and Emotional Growth
 - Creating Partnerships With Parents
- In addition, parents are offered workshops provided by our Social Worker. She serves as a liaison between the parents and the school to further ease the transition to elementary school. Topics include:
 - Transition to Kindergarten (parents meet the Kindergarten Teachers and learn about expectations)
 - Child Development
 - Social and Emotional Growth
 - Extending Learning to the Home
- Sharing Information
 - Each June, Pre-Kindergarten teachers and Kindergarten teachers are given the opportunity to meet and discuss the needs of the students transitioning to Kindergarten.
- Early Intervention
 - Students receiving early intervention services undergo evaluation prior to entering the elementary grades. The needs of each individual child are addressed and services are offered accordingly. In addition, we work with community based organizations to further support the transition for students.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- A Measures of Student Learning (MOSL) committee was created to review assessments used to assess student progress.
- The Lead Instructional Team, Common Planning Structures, and Weekly Inquiry Meeting Time (created by an SBO) are used in a distributive leadership capacity to examine assessments and facilitate professional development and turn-keying.
- The Lead Instructional Team and Common Planning Structures are used to examine and select curricula including assessment components.
- Common Planning Structures are utilized to examine student work and assessment results to create portfolios that track progress
- Teachers participate in Annual IEP meetings, 3 Year Re-evaluations, Initial Evaluations, PPT Meetings, and NEST Team Meetings where in addition to collaborating they will have an opportunity to discuss the effectiveness of shared strategies.
- Instructional Leads will attend professional development and turn-key information at Grade\Academy meetings. All Teachers in grades K through 8 will administer, assess, and analyze the results of curricula/periodic assessments in conjunction with the administration of Teachers College Running Records in order to plan targeted instruction for struggling students by adjusting instructional practices, and developing additional supports and strategies.
- Teachers will use and modify curricula aligned rubrics and/or scoring guides to accurately assess the level of student work. They will thus be active in the assessment process and the evaluation of the effectiveness of the strategies.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Public School 121

5301 20th Avenue

Brooklyn, New York 11204

Tel: # 718-377-8845 Fax: 718-252-4075

Anthony Mungioli, Principal

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in

our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Public School 121

5301 20th Avenue
Brooklyn, New York 11204
Tel: # 718-377-8845 Fax: 718-252-4075
Anthony Mungiola, Principal

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

I. School Responsibilities

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

- using academic learning time efficiently; including providing time for targeted assistance for all students during the school day
- respecting cultural, racial and ethnic differences;
- providing instruction that focuses on college and career readiness skills needed to meet standards
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas; including engaging and enriching instruction connected to 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;
- creating after-school enrichment and extra help opportunities

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting; including targeted meetings for parents of students not yet at proficiency
- 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;
- involving parents through regular Parent Leadership meetings to develop school activities and shared visions
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; through School Messenger, mass emails, and online grading programs
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- arranging student activities at PTA meetings to increase attendance and involvement
- providing progress mid marking period progress reports
- providing guidance interventions for students

Provide parents reasonable access to staff by:

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

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 with 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;
- help my child to become college and career ready by teaching them to work habits and study skills, and how to become independent, monitor their own attendance/lateness,
- 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 promptly 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;
- monitor attendance/lateness
- monitor grades and progress
- focus on academic and personal behaviors that lead to college and career readiness
- 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 21	Borough Brooklyn	School Number 121
School Name Nelson A Rockefeller		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Anthony Mungoli	Assistant Principal
Coach Carolyn Cottrell	Coach Lisa Giuliano
ESL Teacher Lucille Randazzo	Guidance Counselor Lisa Dolcemascolo
Teacher/Subject Area Mei Chan ESL Teacher	Parent type here
Teacher/Subject Area type here	Parent Coordinator Celia Magrone
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	338	Total number of ELLs	46	ELLs as share of total student population (%)	13.61%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2	2	1	1	1	1	1	1	1					11
Push-In	0	0	1	1	1	1	1	1	1					7
Total	2	2	2	2	2	2	2	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	11	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	34		4	11		8	1		1	46
Total	34	0	4	11	0	8	1	0	1	46

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	5	3	1	2	2	3	1					19
Chinese		1	1						1					3
Russian	0			2			3	1	1					7
Bengali	1					1								2
Urdu					1									1
Arabic	2					1	1	1	1					6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other	4					1	1		1					7
TOTAL	8	2	7	5	2	5	7	5	5	0	0	0	0	46

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	5	1	1	2		4	1		4					18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			2				2	2						6
Advanced (A)	3	1	4	3	2	3	2	3	1					22
Total	8	2	7	5	2	7	5	5	5	0	0	0	0	46

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4	4	1			5
5		4			4
6					0
7					0
8	1				1
NYSAA Bilingual (SWD)				3	3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4	2	1	2						5
5	2	1	1		1				5
6									0
7	1								1
8	4								4
NYSAA Bilingual (SWD)							3		3

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4						5
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses TCRWP to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their English speaking peers. Currently, 25% of our ELL students are reading on grade level independently. As a result, we have put in place initiatives that seek to close that gap. Our teachers implement phonics and phonemic awareness activities into their daily literacy blocks. They also provide ELLs with differentiated, small group instruction based on their individual needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2013 NYSESLAT results show that 46% of our students scored in the Advanced category and 18% tested out of the program. There are a significant number of Beginner students due to higher enrollment of new immigrants. Students generally enter the ELL program by scoring in the Beginner category on the LAB-R. A further breakdown of those results by skill indicate that ELLs scored lower in the Reading/Writing subtests than the Listening/Speaking subtests, with the middle school students also demonstrating weakness in the Reading subtest.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Information was not made available at this time by the NYSED.

4. For each program, answer the following:
 - a. 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?

4.a. An analysis of student assessment results for 2013 shows that overall, 26.2% of students in grades 3-8 scored at or above Level 3 on the State English Language Arts exams while 0% of ELLs scored at or above Level 3. In Mathematics, 30.4% scored at or above Level 3 on State Mathematics exams, while 6.2% of ELLs scored at or above level 3. The academic performance of ELLs is of particular concern as the group represents a disproportionately high percentage of below level scores, specifically in ELA.

Results for the Grade 4 and Grade 8 State Science Exams indicate better performance for our ELLs. For Science, 5 students were tested and 20% scored at Level 3 or Level 4.

SASS analysis demonstrates that the school has met its Annual Yearly Progress (AYP) target in Grade 4 Reading, Math, and Science and Grade 8 Reading, Math and Science. Our State Accountability status is Title 1 School in Good Standing.

4.b School leadership and teachers consider a variety of data, both formative and summative in determining the individual needs of all students, including ELLs. Data analysis is used to design whole class instruction as well as small group and individual needs. At this time we do not administer the ELL Interim Assessment. We assess students through the CCLS Aligned Periodic Assessment, TCRWP, ReadyGen and Go Math.

4.c. Periodic Assessment data is disaggregated to identify the trends of the ELL students. We found the ELLs are underperforming compared to their English speaking peers. Native language support is used in the following ways - Select textbooks in Spanish are available, including Go Math, and the computer based Imagine Learning program supports a variety of native languages.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Our school considers multiple sources of data to guide instruction for ELLs in need of support. When ELL students are identified as having academic difficulty, we use a three tiered approach to providing instructional support and intervention, in line with the RTI framework. We examine current performance, provide support using research based strategies, and partner with the family to ensure students receive the necessary support in order to succeed academically.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We use the Spanish LAB to determine language dominance for Spanish speaking students and use ATS to gather necessary data. In addition, during the HLIS interview with the parents; teachers discuss prior schooling, performance in school in the native country and other information that may assist the school in making educational decisions. All teachers, including content area teachers, focus on building academic vocabulary through a variety of strategies. Our literacy program for early childhood, ReadyGen, places emphasis on the use of cognates in building vocabulary as well. Finally, we use native language support as a scaffold for our ELL students. Our research based instructional technology program, Imagine Learning English program provides targeted native language support to students as they interact with the program. In addition, we provide students with native language glossaries, etc and utilize technology to translate as needed.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the ELL program will be evaluated regularly by school leaders, in conjunction with the ESL teachers. They will examine all available data, both summative and formative, including NYS ELA, Math and Science assessments, curriculum embedded performance based assessments and Independent Reading Levels. They use that information to inform curricular and instructional decisions and provide targeted support as needed to groups of ELLs that are performing below standards. They will assess the rate in which ELL parents participate in school events and determine methods to increase involvement. Further, the Inquiry Team will work to align the school's curriculum to the Instructional Shifts inherent in the Common Core State Standards.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

In order to identify potential ELLs and ensure services are provided within mandated timelines, the ELL teacher is notified of all new admits. Ms. Randazzo, ELL teacher and Ms. Chan, ELL Teacher, have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute the Home Language Information Survey to parents/guardians in their native language. We have translators on staff for Chinese (Ms. Chan) Spanish (Mr. Soto) Russian (Mrs. Kagan) Urdu (Mrs. Chowdhury) and Italian (Mrs. Giugliano). If parents speak a language that we cannot provide a staff member to translate for, we will call the Translation and Interpretation Unit to assist us. Once a child's home language has been identified, the LAB-R is administered by the ESL teacher within 10 days of admission to the school. The results are hand-scored to determine entitlement. The Spanish LAB is administered to those Spanish speaking students that are determined to be entitled.

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.

Once entitlement is determined, parents/guardians of ELLs are invited to a Parent Orientation Workshop facilitated by Ms. Randazzo and Ms. Chan, ESL teachers. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include an orientation

video, as well as brochures, and are available in a variety of native languages. The Orientation Meeting is scheduled within the first five to seven days of a child's enrollment. Parents are notified of the meeting by letter sent home with their child as well as a phone call from the school. If parents/guardians are unable to attend the scheduled Orientation, every effort is made to accommodate them so that they may be made aware of the program choices. The Parent Coordinator, Mrs. Magrone, will assist in the process by reaching out to parents and scheduling appointments as needed. If parents cannot watch the video, the ESL teachers will conduct one on one interviews. As a last resort, she will conduct telephone conferences with parents that are unable to come in to the school. Parents that have previously selected TBE programs are notified by telephone and in writing by Ms. Randazzo, ESL teacher, when the program becomes available.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

In an effort to ensure that entitlement letters and Parent Survey and Program Selection forms are returned, this is closely monitored by Ms. Randazzo, ESL Teacher. Immediately after the Parent Orientation Meeting, the return rate is assessed, with materials redistributed as necessary. Two days later, the return rate is examined again. At this point, Ms. Randazzo, the ELL teacher, or Mrs. Magrone, the Parent Coordinator, will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents. If parents do not return the form or if they return the form and have not selected a program, the default program is Transitional Bilingual. The entitlement letters are maintained in the ESL classroom. In addition, after running the RLAT report on ATS, continued entitlement letters are distributed to all eligible students.

Once all of the parent surveys are returned, or the default option (TBE) is applied to students whose parents do not return the survey a TBE program will be created once we have 15 ELL students in one grade or two continuous grades that have the same native language. Parents will be notified of their child's placement in writing.

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.

Once parents select one of the three program available in NYC for their child, Ms. Randazzo, ESL teacher, enters the choice into the ELPC screen in ATS. The program choice is honored in the following way: For parents that select Freestanding ESL, students are placed in the school's program immediately and a Program Placement Letter is sent home. Ms. Randazzo, the ESL teacher, maintains copies of the placement letters. For those that select TBE or Dual Language, parents are given information about other schools that offer the programs (if available). Written materials are provided in native languages. Translation services are provided by staff members identified above as well as the Translation Unit. Continued Entitlement letters are sent home to all students that are deemed entitled based on the NYSESLAT, with copies maintained by Ms. Randazzo in the ESL classroom.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Prior to the administration date, the RLER report is run on ATS. Students are administered each section of the NYSESLAT based on the report. In addition, the school's Test Coordinator works with the ESL teacher to ensure all sections of the NYSESLAT have been administered to all entitled students.

6. 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.) 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. 

The school monitors the trend in parent choice by recording the choice of each parent in a database file. The trend in parent choice is used to determine future program offerings. A review of Parent Survey Selection forms for the past three years indicate a 97.6 % preference for ESL, therefore the program offerings at the school are in alignment with the trend in parent choice. The ESL teacher, Ms. Randazzo maintains record of those parents that choose TBE programs and they are notified by telephone and by letter when the program becomes available.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

The school's licensed ESL teachers provides instruction to English Language Learners through a freestanding ESL program. All eligible students in grades K-8 participate, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores). The primary organizational model is "Push-In" with some "Pull-Out" classes scheduled for beginner/intermediate groups. Students are heterogeneously mixed (mixed proficiency levels) and in some instances, grade levels are mixed as well. For example, students in grades 2 and 3, of mixed proficiency levels, are grouped together.

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)?

ESL services are provided by Ms. Randazzo and Ms Chan, the ESL teachers. Students scoring at the Beginner or Intermediate level receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly as per CR Part 154. The ESL program is aligned with, and supports, the comprehensive core curriculum in both literacy and mathematics. Most classroom teachers have had required training in ESL methodologies and prepare content area lessons with these strategies in mind. Those that have not had the required training are in the process of being trained by the school's ESL Teachers.

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 foster language development and meet the demands of the Common Core Learning Standards.

ESL Instruction is content-based and aligned to the Common Core State Standards. All teachers, including the ESL teachers, are implementing CCLS aligned literacy programs across all grade levels. Through a Push In/Pull Out model, students engage in

close reading and respond to text-based questions on a daily basis. We place an emphasis on ensuring students regularly engage in thought provoking conversations based on shared texts, allowing our ELLs to develop speaking and listening skills along side reading and writing skills. All classrooms are stocked with grade-appropriate reading materials for use in literacy activities as well as the integration of curriculum areas into literacy. Our teachers provide ELL students with scaffolds to support their developing language skills in order to make content comprehensible and enrich language instruction.

The ESL program implements “On Our Way to English” and is supplemented by Pacific Learning’s “New Heights” program. New Heights is an audio-assisted reading program that provides students who are struggling readers with an opportunity to practice reading the same text, with audio support, as many times as required to reach fluency. The program is research-based, and studies indicate that when second-language learners are given the opportunity to re-read books with audiotapes, they show substantial growth in their ability to read increasingly difficult books both fluently and accurately. ELL students also use Imagine Learning English. The program incorporates adaptive assessments to provide differentiated instruction to each student—it acts as a one-on-one instructor. The program provides strategic first-language support to instruct students in performing activities and understanding language concepts. Each concept is scaffolded with engaging repetition. In order to ensure students’ academic success, Imagine Learning English teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. Students are assessed regularly, including pre and post tests, through the integrated program assessment materials. The program also provides native language support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In the ESL program we assist our beginner ELLs that are new entrants to our school from another country by using informal assessments conducted by our teachers that speak the student language. This helps us by tapping into what the student knows so that we can build on the skills they have.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The school makes use of a data-driven approach to improving student performance, using item skills analyses, portfolio assessments, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. All teachers, including the ELL teacher, maintain Assessment Binders, a central location for all types of assessment data. Ongoing assessments are both formal and informal. For students in grades 3-8, item skills analyses generated from Periodic Assessments help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. .

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. The instructional plan for SIFE students is as follows: SIFE students will receive intensive literacy instruction using a research based program such as Wilson. The ESL teacher, Ms. Randazzo is a certified Wilson Teacher. SIFE students will participate in ESL classes, with instruction differentiated by content, process and product, to meet individual student needs.

b. Students just arriving into an English Speaking School System are supported in a variety of ways. “Newcomers” are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks. In addition, instruction is scaffolded, as these students require support in order to access the curriculum and meet the New York State Common Core Learning Standards. Scaffolding techniques such as Modeling, Bridging, and Schema Building are incorporated into daily lessons to support ELL students.

c. In addition to the mandated ESL instruction, ELLs with 4-6 years of service are supported at the school. These students are given AIS services in Literacy, Math, Science and/or Social Studies as needed. They are mandated to attend the additional 37.5 minutes of instruction Monday through Wednesdayays. We also recommend that they attend after school programs, specifically the school's Title III program. Further, the students are tracked regularly at our Academic Intervention Services meetings.

d. Long Term ELLs (students in an ESL Program for more than six years) are provided similar services as the ELLs with 4-6 years. Further, if adequate progress is not made, students are examined on an individual basis by the AIS Team in an attempt to determine if a referral for a special education evaluation is necessary

e. Students achieving proficiency in English based on the NYSESLAT are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independent of support, it is removed. Activities designed to support transitional students are:

- After School Program, offering academic support in reading and math.
- Academic Intervention Services during the school day.

Services offered to transitional students are monitored by the Academic Intervention Team and are individualized based on each student’s need. Students are removed from the transitional program when they perform at or above Level 3 on City and State Standardized Assessments. Transitional students also receive test modifications such as extended time and use of glossaries for up to two years after they are no longer entitled. .

7. 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?

Our ELL-SWD students have access to the same common core aligned curriculum, recommended by New York City, (ReadyGen for grades K-2 Literacy, Expeditionary Learning for grades 3-8 Literacy GoMath for grades K-5 Math and CMP3 Math for grades 6-8) as their peers. The programs include specific supports for ELLs and SWD and teachers differentiate lessons to meet the needs of all students and ensure they are making progress towards the standards. In addition the programs place an emphasis on developing vocabulary through a variety of strategies.

Our SWD ELLs are provided with their IEP mandated services. The Principal and the IEP coordinator ensure all mandated services are received. ESL Services are provided to all ELL SWD's in accordance with their IEPs and Part 154 mandates. In addition, for students that require bilingual settings that are not available, alternate placement paraprofessionals have been assigned and support the language needs of those students.

Our ELL SWD's also make use of technology to support their needs. Each student has access to MyON, an online reading program that presents texts on their independent reading levels and Imagine English, a technology based program that develops listening speaking reading and writing skills through a systematic approach that also includes native language support.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our ELL~SWD students enjoy a flexible schedule designed to meet their individual needs and provide the least restrictive environment. Students are evaluated by the School Assessment Team to determine individual needs and placed in appropriate programs. We seek to place children in the least restrictive environment and currently have ICT classes on each grade from grades K-3. We also provide SETSS services through a Push In model, either one period a day or two, for students that need more intensive support. Some students also work with classroom Paraprofessionals as well. All ELL~SWD have access to the same curriculum as other students in the school, with instruction differentiated to meet the needs of each students.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English *i*

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

Science:				

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

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

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

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

Native Language Usage and Supports

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



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

9. 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.

Targeted Intervention services are provided to all students, including ELLs, by an AIS Literacy, AIS Math and an At Risk teacher. These teachers work with small groups of students to develop literacy and math skills using assessment data to determine individual needs. Analysis of NYS ELA and Math data show that ELL students are significantly behind their English speaking peers in ELA and performing below their English speaking peers in Math. (See data section) AIS services in Science and Social Studies are provided by content area teachers. .

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is evaluated through close analysis of data. We examine NYS ELA and Math, NYSESLAT as well as curriculum embedded data to determine if ELLs are making progress toward proficiency. Data is evaluated monthly by the Principal, the Data Specialist as well as classroom teachers. We also evaluate progress in Science and Social Studies through examination of curriculum embedded assessments. All classroom teachers know who their ELL students are (ESL Teachers provide them with this information when the school year begins and as new students arrive) and understand that they are teachers of ELLs. They provide ELLs with supports and scaffold to the students as needed.

For this school year, we are offering most of our students ESL services through a "Push-In" model, in line with best practices for ELL instruction. By providing services directly in the classroom, students are engaging in the same rigorous curriculum as their English speaking peers, there are less disruptions in the school day, and support can be provided to our students through small group, differentiated instruction and a lower Student-Teacher ratio.

11. What new programs or improvements will be considered for the upcoming school year?

We are implementing more Push In services, in line with best practices for ELLs. We fell this model is less disruptive and eliminates the problems associated with pulling students out of their classroom for up to 360 minutes per week. In addition, ELL teachers are able to modify lessons and provide supports directly as students are participating in activities aligned to rigorous common core standards.

12. What programs/services for ELLs will be discontinued and why?

We do not plan on discontinuing any programs or services for our ELLs

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. Students are heterogeneously mixed across all grade levels. The school follows New York City's core curriculum for all students, including ELL's. We currently have a partnership with MOMA (Arts Education). ELL students participate in this programs. Further, all ELLs in grades 1-8 are offered an after school program through Title III. The goal of the Title III program is to improve the literacy and math skills of our ELL students. The school also offers Enrichment Clusters. Parents are notified of these opportunities, with written notices translated into high incidence languages. Identified staff members (see section 1) also call parents. ELL students are a part of our regular school population, therefore they are represented in all school programs.

ELLS also attend the after school enrichment program offered two times a week as well as enrichment programs offered during the day for middle school students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We use ReadyGen for literacy in grades K-2 and Expeditionary Learning for grades 3-8. The programs embed strategies to support ELLs. We also use GoMath for grades K-5, which includes an extensive technology component, allowing teachers to present content visually as well as verbally. Middle school students use CMP3 Math. Science and social studies are taught through the NYC DOE Core Curriculum, FOSS and Glencoe Science and Social Studies.

ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped with a fully stocked classroom library with a wide variety of reading materials designed to support the individual needs of ELL students as they begin to acquire and develop their skills in English. ELLs also have access to a wide array of technological tools, including laptop computers and SmartBoards. Students use iPads to access books online through the myON program.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is delivered in a variety of ways. Our computer-based instructional program, Imagine Learning English, has built in support for a variety of native languages. We provide glossaries to our students in their native languages so that they can more easily develop their academic knowledge. Finally we translate when necessary or pair students with someone who speaks their language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services support and resources correspond to ELLs age and grade levels. Materials selected are age and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
We provide parents of ELLs with information about community resources available for both their children and themselves. We encourage parents to avail themselves of these resources. The school schedules orientation sessions each September for Pre-Kindergarten and Kindergarten students.
18. What language electives are offered to ELLs?
Students are offered Spanish as a language elective.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development, for the ESL Teacher as well as all classroom teachers, continues to be a focus for the school. School leaders have developed a profession development plan for the ESL teachers that include extensive PD on the school's new Literacy programs, ReadyGen and Expeditionary Learning. Ms. Randazzo has also completed QTEL Professional Development, including Building the Base and Building the Base 2, and regularly implements its theories at the school. We will seek out Professional Development opportunities offered through OELL that focus on supporting ELLs with Common Core Learning Standards.

2. ALL staff members (common branch teachers, subject area teachers, paraprofessionals, guidance, special education teachers, psychologist, occupational therapist, physical therapist, speech teachers, secretaries and the parent coordinator) regularly participate in ELL training throughout the school year. Training opportunities include weekly academy meetings Election Day and Brooklyn Day. Topics will include Scaffolding for ELLs, Sheltered Instruction, Assessment for ELLs, and Math For ALL.

3. We support our staff in assisting ELLs as they transition from one school level to another in the following way: Teachers of grades 5 and 8 attend professional development on the Common Core Standards for all content areas for middle school and high school. They expose students to the skills they will be expected to learn in middle school and high school. The school also hosts a High School Information Night.

4. New teachers are provided with the required 7.5 hours of ELL professional development (10 hours for Special Education Teachers). Topics include

Stages of Language Acquisition

Vocabulary Development

Using Sheltered English in the Classroom,

Building Background Knowledge for ELL students

Assisting the Newcomer.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer a series of supportive and informative workshops. These workshops are planned based on the needs of parents and are designed to assist parents and enable them to be effective partners at home. We distribute interest surveys at the start of each school year and use that information to plan activities. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. We have also set up a Lending Library, with materials in various languages, to serve as a resource for parents. We make use of the Translation Unit for translation services as well. In addition, several staff members assist in translating for parents - Ms. Chan (Chinese), Mr. Soto (Spanish), Ms. Kagan (Russian), Ms. Chowdhury (Bengali and Urdu), Ms. Giugliano (Italian).

We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. Some partner agencies are Heartshare, Sandwiches for the Homeless and Penny Harvest.

We evaluate the needs of the parents in several ways. Our parent Coordinator is in direct contact with many families and assists us in determining the needs of our ELL families. In addition, translation services as noted above are available.

As a result of our outreach efforts, our parent involvement activities are designed around the needs of all parents, including the parents of ELLs. We regularly evaluate the effectiveness of our activities and redesign as needed. Our goal is to have all of our parents involved in school based activities and work to ensure that occurs

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K121 School Name: PS 121 Nelson A Rockefeller

Cluster: 4 Network: 409

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

Part A: Needs Assessment Findings

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

The Parent Coordinator and the ESL teacher work together to determine the languages represented at our school. We look at a variety of ATS reports, including HLIS, a report that indicates the OTELE codes of children in the school. We also look at the preferred communication languages parents indicated on the Blue Emergency cards (and subsequently entered into ATS).

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.

Through an analysis of the data, we determined that there are seven different language groups represented at the school. Our high incidence languages are Spanish, Russian and Urdu. These findings were reported to the school community in the following ways:

- At a Faculty Conference for all staff members
- At the September School Leadership Team Meeting
- At the September PTA Meeting

Part B: Strategies and Activities

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

All notices are sent home in Spanish as well as other high incidence languages. Spanish represents the majority of parents requesting to be communicated with in a language other than English. Our Middle School Spanish Teacher, Mr. Soto, translates all written notices into Spanish. We use the Department of Education's Translation Unit to assist us in translating written notices, as well as Google Translator.

Report cards are translated and are sent home to parents in the appropriate languages.

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.

Oral translation services include:

- *Spanish - Provided by our Spanish Teacher, Mr. Soto, our Third Grade Teacher, Mrs. Figueroa, and our Paraprofessional, Mrs. Puello.
- *Urdu and Bengali - Provided by our Paraprofessional, Mrs. Chowdhury
- *Russian - Provided by our First Grade Teacher, Mrs. Kagan
- Chinese - Provided by Ms. Chan, Teacher

We provide oral translation services at PTA meetings, Parent Teacher Conferences and other events of importance to parents.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 in the following ways:

- At the beginning of each school year and as part of the admission process for new arrivals, the school will determine the oral and written language preferences for the parent or guardian of each student in the school and determine the language needs of the school population.
- The school will provide the parent of each student in the school written notification of their rights regarding translation and interpretation services, and instructions on how to obtain those services. This notices is available in 9 covered languages and is provided by the Department of Education.
- The school will post in a conspicuous location near the primary entrance a sign in each of the covered languages indicating where a copy of the written notification can be obtained.

- The school safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching the school's administrative offices solely due to language barriers
- Parents will be notified of the Department's website where information in each covered language concerning the rights of parents to translation and interpretation services and how to access such services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 121 Nelson E Rockefeller	DBN: 21K121
Cluster Leader: Christopher Groll	Network Leader: Neal Opromalla
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: <u>35</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # 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:

Rationale:

The goal of PS 121's Title III program is to provide a rigorous, standards-based data driven supplemental program for ELL students that will enable them to meet or exceed City and State performance standards.

The objective of the program is to implement an effective supplemental ESL program that will result in a 5% increase in the number of ELLs making adequate yearly gains in English as measured by the NYSESLAT.

A review of standardized test scores, including the New York State ELA, Math and Science exams, demonstrate that ELL students are scoring far below their English speaking peers in ELA as well as the content areas. NYSESLAT results demonstrate reading and writing as areas of need.

Based on student need, PS 121 will offer an after school supplemental enrichment program for ELL students in grades 1-8. For the 2012-2013 school year, the students will meet twice a week, after school, for ninety minute sessions, from 3:05PM to 4:35PM, from October 24, 2012 through April 10 2013. For the 2013-2014 school year, the program will meet from October 2013 through April 2014. The program's focus will be supplemental math, literacy and science instruction. Mathematics materials will include "Approach and Connect." Science materials will include Kaplan Science. Literacy materials will include Imagine Learning English (ILE), a scientifically research based technology program, with each student interacting with the program through the use of a laptop computer and headphones. The program is specifically designed to improve the literacy skills of ELL students. ILE uses adaptive assessments to provide differentiated instruction to each student - it acts as a one on one instructor. The program provides strategic native language support to instruct students in performing activities and understanding language concepts. Each concept is scaffolded with engaging repetition. In order to ensure academic success, ILE teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. Students will be assessed regularly, including pre and post tests through integrated assessments.

Students will also engage in activities designed to improve performance on the NYSESLAT, including "Getting Ready for the NYSESLAT and Beyond."

Subgroups and grade levels to be served

Part B: Direct Instruction Supplemental Program Information

All students in grades 1-8 will be served, with instruction targeted to the needs of the students

Schedule and duration

The program will meet twice a week (Wednesdays and Thursdays), from October, 2012 through April, 2013, from 3:05PM to 4:35PM. For the 2013-2014 school year, the program will meet twice a week from October, 2012 through April, 2014, from 3:05PM-4:35PM, exact dates to be determined.

Language of Instruction

All instruction will be in English

Number and types of certified teachers

The program will be supported by two teachers - Ms. Randazzo, ESL Teacher and Ms. Cottrell, Literacy/Technology Teacher

The program will also be supported by paraprofessionals, as indicated on the IEP of students requiring that service.

Types of materials

Imagine Learning English software program

Wright Group Early Literacy Program

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: Rationale

Well-planned, ongoing professional development sessions will support language development for all students. Professional development will be targeted to meet the needs of the teachers and students. In an effort to maximize resources and maximize personnel exposed to learning experiences designed to improve teaching and learning for all ELLs, ELL professional development sessions will be part of the school's regularly scheduled program.

Title III teachers to be trained:

The ESL Teacher, Ms. Randazzo

Literacy/Technology Teacher, Ms. Cottrell

Part C: Professional Development

Classroom Teachers

Content area teachers

Schedule and duration

Professional development sessions will be scheduled in November 2012, February 2013 and March 2013 and again in November, 2013, February 2014 and March 2014

Topics to be covered

- New York State Common Core Learning Standards
- ESL Methodologies
- Integrating ESL strategies into Content Area instruction
- Data Driven Instruction
- Imagine Learning English

Name of provider

Imagine Learning English

NYC Department of Education

CFN 409

Part D: Parental Engagement Activities

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

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

Begin description here: Rationale

Parent Involvement initiatives will be targeted to meet the needs of the ELL parents as well as support the Title III program.

Schedule and Duration:

Part D: Parental Engagement Activities

Parent Involvement will be scheduled in January, 2013, March, 2013, and April 2013 and again in January 2014, March 2014 and April 2014.

Topics to be covered:

Resources to assist children at home

Common Core Learning Standards and the ELL child

Communicating with the school and with teachers

Name of provider

School Social Worker - Ann Gorman

Parent Coordinator - Celia Magrone

ESL Teacher - Lucille Randazzo

Literacy Coach - Carolyn Cottrell

How parents will be notified of these activities

Parents will be notified in the following ways:

- Flyers sent home translated into high incidence languages
- Follow-up telephone calls

Part E: Budget

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

Allocation Amount: \$

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

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