



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 129

DBN (i.e. 01M001): 25Q129

Principal: MARILYN ALESI

Principal Email: MALESI@SCHOOLS.NYC.GOV

Superintendent: DANIELLE DIMANGO

Network Leader: DIANE FOLEY

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

1. By the end of June 2014, across a vast majority of classrooms in grades 3, 4, 5, including SWD and ELL children, team discussions in both Ready Gen and Go Math will show an increase of student engagement and higher level questioning, as evidenced by 4-6 classroom observations including Danielson Framework Domains 3b and 3c.

Comprehensive Needs Assessment

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

The needs assessment was done by looking at several pieces of data in the School Progress Report, ELA and Math test scores, Item Analysis, Classroom Observations and Performance Tasks. We are of the belief that there is a correlation between speaking and thinking aloud and writing and reading. We need to improve student progress in both ELA and Math scores this year.

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

The researched based instructional strategies are in accordance with the Danielson Framework for Teaching.

Increased student engagement will be our instructional focus. Through the use of high level text-based discussions and multiple entry points, classrooms will reflect a high level of student engagement as seen in close reading and critical thinking in the content areas

1. ELL students will be supported through extended day activities, guided reading, Leveled Literacy Intervention Program (researched –based), push-in ESL services, supplementary ELL services and self-contained ELL classes.
2. SWD will be supported through extended day activities, guided reading, Leveled Literacy Intervention Program, paraprofessionals, small group work, multiple entry [points.
3. Professional Development for teachers in the use of multiple entry points will take place during grade conferences and professional time several times per month.
4. Professional Development for teachers in the use of high level questioning will continue to be a focus.
5. Professional Development for teachers in the use of mathematic discussions will continue to be a focus.
6. Professional Development for teachers in engaging students in learning will continue to be a focus.
7. Ready Gen and Go Math Professional Development and turnkey sessions will continue to be a focus.
8. We will enlist the help of CFN 204 Network Math Achievement Coach.
9. We will enlist the help of CFN 204 Network Literacy Achievement Coach.
10. We will enlist the help of CFN 204 Network ESL Achievement Coach.
11. We will enlist the help of CFN 204 Network RTI Achievement Coach.
12. We will enlist the help of CFN 204 Network Special Education Achievement
13. Inter-visitations among teachers and video-taping of students in discussions will provide additional professional development.
14. Feedback will be discussed with teachers
15. Professional Development by Kate Dowling, Aussie Staff Developer.
16. Observation reports will be examined, especially in 3B and 3C for this objective.

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

1. RTI Providers, Classroom Teachers, ESL Teachers, Administrators, Ready Gen and Go Math curriculum materials
2. Special Education Teachers, General Education Teachers, paraprofessionals
3. Classroom Teachers, Cluster Teachers, Administrators, Related Service Providers
4. Classroom Teachers, ESL teachers, Administrators, Related Service Providers, Cluster Teachers, Paraprofessionals, Ready Gen and Go Math curriculum materials
5. Classroom Teachers, ESL teachers, Administrators, Related Service Providers, Cluster Teachers, Paraprofessionals, Ready Gen and Go Math curriculum materials
6. Classroom Teachers, ESL teachers, Administrators, Related Service Providers, Cluster Teachers, Paraprofessionals, Ready Gen and Go Math curriculum materials
7. Selected teachers to turnkey information to staff members
8. Simi Minhaus, Achievement Coach, turnkey personnel,
9. Debbie White, Achievement Coach, turnkey personnel

10. Shirley Rouse Bey, Achievement Coach, turnkey personnel
11. Kate Dowling, Aussie Staff Developer
12. Marsha Volini, Achievement Coach, turnkey personnel
13. Carol Ann Cesark Achievement Coach, turnkey personnel
14. Various teachers
15. Administrators and teachers

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

1. By round 3 of the Teacher Evaluation Process, we will expect to see effective and highly effective ratings in a vast majority of classrooms in components 3b and 3c.
2. A mid- year meeting with teachers will review goals set and set new priorities.
3. A January Progress Report for students, between report cards, will include grades in discussion and engagement.

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

1. September 2013 – June 2014

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

1. The following resources will help support this goal: common planning time; professional development days; staff developers,; inter-visitations; teacher committees; sharing of practices; CFN professional development; Ready Gen and Go Math professional development; ARIS Learn; RTI assistance

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).

Parent Coordinator has and will continue to invite parents to instructional workshops monthly. Parent newsletters will be distributed bi-weekly. Classroom celebrations will continue to happen at the end of each writing unit.

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	X	Title IA	X	Title IIA	X	Title III	Set Aside	Grants
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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.

2. By June 2014, students in grade 5, including students with disabilities and English Language Learners, will demonstrate the ability to use clear and relevant evidence to support their opinions and statements in essays aligned to the instructional shifts. Across subject areas and grades, a vast majority of students scoring level 1 or 2 will improve at least one level (on a common rubric) in their use of evidence in their essays between the fall and spring.

Comprehensive Needs Assessment

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

The needs assessment was done by looking at several pieces of data in the School Progress Report, ELA test scores, Item Analysis, Classroom Observations and Performance Tasks. We are of the belief that there is a correlation between speaking and thinking aloud and writing and reading. We need to improve student progress in both ELA scores this year. We purchased the Ready Gen rigorous curriculum and teachers are filling the gaps in writing to stress the use of text evidence in literacy.

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

The researched based instructional strategies are in accordance with the Danielson Framework for Teaching.

Increased student engagement will be our instructional focus. Through the use of high level text-based discussions and multiple entry points, classrooms will reflect a high level of student engagement as seen in close reading and critical thinking in the content areas

1. ELL students will be supported through extended day activities, guided reading, Leveled Literacy Intervention Program (researched –based), push-in ESL services, supplementary ELL services and self-contained ELL classes.

2. SWD will be supported through extended day activities, guided reading, Leveled Literacy Intervention Program, paraprofessionals, small group work, multiple entry points.
3. Professional Development for teachers in the use of multiple entry points will take place during grade conferences and professional time several times per month.
4. Professional Development for teachers in the use of high level questioning will continue to be a focus.
5. Professional Development for teachers in engaging students in learning will continue to be a focus.
6. We will enlist the help of CFN 204 Network Literacy Achievement Coach.
7. We will enlist the help of CFN 204 Network ESL Achievement Coach.
8. We will enlist the help of CFN 204 Network RTI Achievement Coach.
9. We will enlist the help of CFN 204 Network Special Education Achievement
10. Professional Development, Kate Dowling, Aussie Staff Developer
11. Inter-visitations among teachers and video-taping of students in discussions will provide additional professional development.
12. Inquiry sessions will analyze student work based on text evidence.
13. NYC Performance test analysis and RTI for most needy students.
14. Unit 2 Grade 5 Ready Gen assessment in writing will be analyzed.
15. Mid-term practice test in January will include opinion and argument writing. Analysis of results.
16. January interim report will be analyzed in the area of writing to express an opinion.
17. Grade conferences will be devoted to planning for infusing curriculum with opportunities for developing skills to use text evidence.
18. In the spring, our debate curriculum will be implemented on Friday afternoons to help children learn the art of debate in both speaking and writing.
19. An after-school debate team will be formed to compete in a special competition

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

1. RTI Providers, Classroom Teachers, ESL Teachers, Administrators, Ready Gen curriculum materials
2. Special Education Teachers, General Education Teachers, paraprofessionals
3. Classroom Teachers, Cluster Teachers, Administrators, Related Service Providers
4. Classroom Teachers, ESL teachers, Administrators, Related Service Providers, Cluster Teachers, Paraprofessionals, Ready Gen and Go Math curriculum materials
5. Classroom Teachers, ESL teachers, Administrators, Related Service Providers, Cluster Teachers, Paraprofessionals, Ready Gen and Go Math curriculum materials
6. Classroom Teachers, ESL teachers, Administrators, Related Service Providers, Cluster Teachers, Paraprofessionals, Ready Gen and Go Math curriculum materials
7. Selected teachers to turnkey information to staff members
8. Simi Minhaus, Achievement Coach, turnkey personnel,
9. Debbie White, Achievement Coach, turnkey personnel
10. Shirley Rouse Bey, Achievement Coach, turnkey personnel
11. Marsha Volini, Achievement Coach, turnkey personnel
12. Kate Dowling, Aussie Staff Developer
13. After school debate coach
14. Carol Ann Cesark Achievement Coach, turnkey personnel
15. Various teachers
16. Administrators and teachers

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

1. A January Progress Report for students, between report cards, will include grades in opinion writing.
2. End of unit writing assessments will be examined and recorded.
3. NYC Performance Assessments will be examined.
4. Rubrics from the performance tasks will be used to evaluate students' writing of argument and opinion.

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

1. September 2013 – June 2014

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

1. The following resources will help support this goal: common planning time; professional development days; staff developers,; inter-visitations; teacher committees; sharing of practices; CFN professional development; Ready Gen professional development; ARIS Learn; RTI assistance; after-school instruction

Strategies to Increase Parental Involvement

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

Parent Coordinator has and will continue to invite parents to instructional workshops monthly. Parent newsletters will be distributed bi-weekly. Classroom celebrations will

continue to happen at the end of each writing unit. Parents will be invited to the End of Year Debate Competition.

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	x	Title IA	x	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
PTA funds; school funds								

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.

3.By June 2014, across a vast majority of classrooms in grades 1-5, including SWD and ELL students, students will demonstrate their thinking in mathematics in a minimum of two rubric based problems. 75 % of students will improve one level as evidenced by the rubric.

Comprehensive Needs Assessment

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

The needs assessment was done by looking at several pieces of data in the School Progress Report, Math test scores, Item Analysis, Classroom Observations and Performance Tasks. We are of the belief that there is a correlation between speaking and thinking aloud and explaining thinking in mathematics. We need to improve student progress in Math scores this year.

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. The researched based instructional strategies are in accordance with the Danielson Framework for Teaching.

- Increased student engagement will be our instructional focus. Through the use of high level text-based discussions and multiple entry points, classrooms will reflect a high level of student engagement as seen in close reading and critical thinking in mathematics.
- 2. ELL students will be supported through extended day activities, push-in ESL services, supplementary ELL services and self-contained ELL classes.
- 3. SWD will be supported through extended day activities, paraprofessionals, small group work, multiple entry [points.
- 4. Scaffolded instruction for ELL and SWD children will be evident in all classrooms.
- 5. Professional Development for teachers in the use of multiple entry points will take place during grade conferences and professional time .
- 6. Professional Development for teachers in the use of high level questioning will continue to be a focus.
- 7. Professional Development for teachers in the use of mathematic discussions will continue to be a focus.
- 8. Professional Development for teachers in engaging students in learning will continue to be a focus.
- 9. Go Math Professional Development and turnkey sessions will take place.
- 10. We will enlist the help of CFN 204 Network Math Achievement Coach.
- 11. We will enlist the help of CFN 204 Network ESL Achievement Coach.
- 12. We will enlist the help of CFN 204 Network RTI Achievement Coach.
- 13. We will enlist the help of CFN 204 Network Special Education Achievement
- 14. Inter-visitations among teachers and video-taping of students in discussions will provide additional professional development.
- 15. Mid- term Math examination in grades 3, 4, 5 will determine progress and needs.
- 16. Feedback will be discussed with teachers

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

- 1. RTI Providers, Classroom Teachers, ESL Teachers, Administrators, Go Math curriculum materials
- 2. Special Education Teachers, General Education Teachers, paraprofessionals
- 3. Classroom Teachers, Cluster Teachers, Administrators, Related Service Providers
- 4. Classroom Teachers, ESL teachers, Administrators, Related Service Providers, Cluster Teachers, Paraprofessionals, Ready Gen and Go Math curriculum materials
- 5. Classroom Teachers, ESL teachers, Administrators, Related Service Providers, Cluster Teachers, Paraprofessionals, Ready Gen and Go Math curriculum materials
- 6. Classroom Teachers, ESL teachers, Administrators, Related Service Providers, Cluster Teachers, Paraprofessionals, Ready Gen and Go Math curriculum materials
- 7. Selected teachers to turnkey information to staff members

8. Simi Minhaus, Achievement Coach, turnkey personnel,
9. Shirley Rouse Bey, Achievement Coach, turnkey personnel
10. Marsha Volini, Achievement Coach, turnkey personnel
11. Carol Ann Cesark Achievement Coach, turnkey personnel
12. Various teachers
13. Administrators and teachers

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

1. A January Progress Report for students, between report cards, will include grades in explaining thinking in mathematics.
2. End of unit math assessments will be examined and recorded.

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

1. September 2013 – June 2014

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

1. The following resources will help support this goal: common planning time; professional development days; staff developers; inter-visitations; teacher committees; sharing of practices; CFN professional development; Go Math professional development; ARIS Learn; RTI assistance; Saturday instruction

Strategies to Increase Parental Involvement

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

Parent Coordinator has and will continue to invite parents to instructional workshops monthly. Parent newsletters will be distributed bi-weekly.

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	x	Title IA	x	Title IIA	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.

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.

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

- 1.

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

- 1.

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

- 1.

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

- 1.

E. 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
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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.

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

1.

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

1.

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

1.

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

1.

E. 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
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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	Response to Intervention; Fluency assessments; Guided Reading; I-Ready diagnostic; Ready Gen scaffolded strategies	One to One tutoring Small group Multiple Entry Points	Extended Day During the School Day Saturday Program
Mathematics	Response to Intervention; Problem solving strategies; Go Math scaffolded strategies	One to One tutoring Small group Multiple Entry Points	Extended Day During the School Day Saturday Program
Science	Scaffolded learning	One to One tutoring Small group Multiple Entry Points	During the School Day
Social Studies	Scaffolded learning	One to One tutoring Small group Multiple Entry Points	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Banana Splits; Bully Prevention; At-risk counseling	One to One tutoring Small group Multiple Entry Points	During the School Day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
All teachers, currently teaching at P.S. 129, are highly qualified. In hiring teachers we insure that all teachers are certified for the license under which they will teach. Several teachers are dually licensed. Professional Development is ongoing through grade conferences, faculty conferences, PD full and half days and Inquiry Team work. Components of the Danielson Framework, Instructional Shifts, Instructional Expectations and CCLS are stressed.

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).
Grade conferences, faculty conferences, professional development half days, professional development full days, CFN professional development, Arts Connection professional development, Aussie staff developer, in house staff developer, in house mentors, part-time supervisors

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.).
STH funds are used to provide RTI assistance and supplies for children in temporary housing.

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.).
Our pre –k teachers attend professional development with all other teachers , as well as special days for WSS training. Our social workers, psychologist, parent coordinator and counselors work together to provide a smooth transition for new parents and pre-k parents. Workshops are help in May, August and September for new parents to our school.

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.
Teachers are part of many school committees: Grade Leaders, Instructional Leads, PD committee, Behavior Intervention Committee, RTI committee, Safety Committee and PPT committee. Our MOSL committee met last year, in the summer and at the beginning of the school year and made the decision to use the NYC writing Assessment for the Local assessment and State assessments. We also decided to purchase Fountas and Pinnell Reading levelled assessments as an extra assessment in ELA. The new curriculum, Ready Gen and Go Math have embedded assessments and teachers modify them to meet the needs of their grades.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

P.S. 129 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: a rigorous approach to reading and writing through the Ready Gen curriculum; Go Math; hands-on Science; Interactive Social Studies units and Arts through the Content Areas are all programs which will raise student achievement.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2013 and March 2014.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards will be distributed to grades 1-5 in November, March and June. Interim assessments will be disseminated to parents through the ARIS website and the school website. An Interim Progress Report will be given to all children in grades 1-5 in January. Kindergarten report cards will be distributed in February and June, with a school interim report in November {Parent/Teacher Conferences are held in November and March. Interim Parent Conferences are held as needed.}
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Meet the Teacher time will be held in the beginning of September. Parent/Teacher conferences will be held in November and March. Parents may also request a meeting with the teacher, guidance counselors, providers or administration in writing at any time during the school year.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open School Week provides parents with a chance to view their child's class in action. Classes hold class celebrations in writing, which parents are invited to. Class performances are open to parents. Parents can volunteer to help on various school committees and class trips.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement

meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 25	Borough Queens	School Number 129
School Name Patricia Larkin School		

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 Marilyn Alesi	Assistant Principal Angela Fiorenza
Coach	Coach
ESL Teacher Anna Cerilli	Guidance Counselor Ivy Manheim
Teacher/Subject Area Denise DiLiberti/ESL	Parent
Teacher/Subject Area Penny Pavlatos/ESL	Parent Coordinator Laura Buquicchio
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1089	Total number of ELLs	118	ELLs as share of total student population (%)	10.84%
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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														
Push-In	23	20	20	8	8	8								87
SELECT ONE														0
Total	23	20	20	8	8	8	0	87						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	105	ELL Students with Disabilities	24
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	105	0	14	14	0	10	0	0	0	119
Total	105	0	14	14	0	10	0	0	0	119

Number of ELLs who have an alternate placement paraprofessional:

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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	16	10	4	5	8								59
Chinese	13	15	5	5	1	5								44
Russian														0
Bengali			1		1	1								3
Urdu		1	1		1									3
Arabic	1		1		1									3
Haitian														0
French														0
Korean		2	1											3
Punjabi			1											1
Polish	1													1
Albanian														0
Other	1				1									2
TOTAL	32	34	20	9	10	14	0	0	0	0	0	0	0	119

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)		1	3	1	2	2								9

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)		12	7	1	1	5								26
Advanced (A)		21	10	7	7	7								52
Total	0	34	20	9	10	14	0	0	0	0	0	0	0	87

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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.
Early literacy skills of our ELLs are assessed with Fountas and Pinnell evaluation system for independent reading levels. The data from this assessment tool provide information relevant to how the school's instructional plan may be adapted for appropriate differentiation. The data indicate the ELLs are slower to progress in their reading levels, due to the demands of language acquisition, and are then used to plan small group instruction for reading.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Because of recent changes in the NYSESLAT grade bands, students at the beginner level in kindergarten tend to move up one level to intermediate in first grade, and advanced students tend to stay at advanced level; whereas, previously, the majority of advanced students in kindergarten would achieve proficiency in first grade. We have also noted a shift in grades 2 and 4, at which students achieve proficiency. In grades 2-5, more students are at the advanced level. Those at the beginning level are newcomers, and long-term ELLs tend to be special education students.
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](#))
Patterns across NYSESLAT modalities indicate that students need to improve vocabulary, reading comprehension, and writing. Therefore, small group instruction is provided to address these specific needs.
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?

Across all grade levels, there is a tendency to perform better in listening and speaking sections, as opposed to reading and writing. Therefore, more emphasis will be placed on skills aligned with the CCLS to improve reading and writing. Close reading of texts will be emphasized, with a focus on higher-level thinking questions based on text evidence. Listening and speaking skills will be developed through peer discussion groups. ELL Periodic Assessments are not administered.
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](#).)
Formative assessments, classroom work samples, and running records are all used to identify students at risk, and to help guide instruction for ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The child's second language development is in English, and is therefore considered in all instructional decisions. Scaffolded strategies are implemented in all grades and for all subjects.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

No dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ESL program by the increase in the percentage of ELLs that moved up one or more levels, as compared to the previous year. Additionally, we use summative and formative assessments, teacher observations, and report card grades. Curriculum goals and objectives may be adapted and adjusted for student achievement in alignment with the CCLS to improve the success of our program.

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](#).)
When students are registered at PS 129, parents are given a Home Language Identification Survey to be filled out within 10 days however, the HLIS forms are normally filled out on the spot. A licensed pedagogue, most often an ESL teacher, conducts an informal oral interview in English (and the native language, if possible), and assists with the completion of the HLIS. Other staff members may be called in to translate, if necessary. Students identified as having a second language by one of the licensed ESL teachers, are given a LAB-R formal assessment within ten days of registration. The Spanish LAB is also administered within this time frame, if applicable. The assessment is sent to be scored and those students scoring at or below the cut scores are placed in an ESL program and given support by an ESL instructor. Students who score as beginner or intermediate are given eight periods of instruction per week by a licensed ESL teacher. Those students who score as advanced are given four periods of ESL instruction per week. Those who score as English proficient have tested out of the program, but are given support as needed, though not on a formal regular basis. All ELLs in the program are evaluated annually using the NYSESLAT exam in the spring as per the NYSESLAT testing calendar.
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.
Throughout the year, we conduct several parent orientation meetings for parents of students who are new to the program. During the orientation, the three program options (transitional bilingual, dual language, and freestanding ESL) are explained to the parents. Parents are also given a brochure in their language explaining each program option. A video explaining the three options is available for parents to view in several different languages. Translators are invited to ensure that parents of several different language groups understand their options. Parent Surveys and Program Selection Forms are completed after attendance at the in-school orientation. Parents who are unable to attend a regularly scheduled orientation meeting are invited to call the school to arrange a meeting with an ESL teacher to explain the three program options. If they are unable to meet, they receive a follow-up letter and/or phone call explaining the programs, and the Program Selection Form to be completed and sent back to school.
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 [\[see tool kit\]](#).)
Records are secured and stored by the ESL department to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned. Several parent orientation meetings are held throughout the year for those parents who have not yet returned forms. In addition, forms are received and filled out during Parent/Teacher conferences, giving ESL teachers the opportunity to address concerns that parents may have. The parent coordinator also follows up with those parents who did not attend orientation and survey and program selection forms are asked to be filled out.
4. 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.
Entitlement letters are sent home to parents of students identified as ELLs. Parents are invited to an orientation, which explains the three program models. During the orientation, they receive a brochure and also watch a video in their native language, to further explain the three models. Parents fill out a survey to choose which model they prefer for their child. They are informed that if enough parents with children who speak the same language choose a bilingual or dual language program, said program would be created in our school. Surveys are reviewed monthly and languages are counted to determine if there are enough students speaking the same language to create these types of programs. If a class would need to be created, parents would be contacted and a meeting would be conducted to determine if their original program choice still stands. Relevant procedures would be followed to create a class.
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.
All sections of the NYSESLAT are administered to all ELLs each year, as per the Administration of NYSESLAT memorandum from DAPS.
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 program models offered at our school aim to satisfy the requests of parents. After reviewing the parent survey and program selection forms for the past few years, the trend in program choice is for a freestanding ESL program. If at least 15 parents with children of the same language group in the same grade request either the bilingual or dual language program, the school would align the program offering with parent choice. At present, there is no bilingual or dual language program in our school.

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])? A push-in program model is used school-wide to deliver instruction. ESL teachers push into classrooms using approaches of parallel, station, and alternative teaching. All classes are heterogeneous. ELLs who attend the extended day period are given added support.
2. 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)?

All ELLs in our school receive the NYS mandated number of hours for acquiring English language skills by certified ESL teachers. Beginning and intermediate students receive 8 periods of instruction per week, totalling 360 minutes. Advanced level students receive a single 45-minute period 4 times a week, totalling 180 minutes. All students receive 90 minutes of ELA instruction per day. At least half of that time is delivered by the ESL teacher in a co-teaching setting, using ESL scaffolded strategies.
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.

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

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

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

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

Performance based assessments are administered to students throughout the year, with modified rubric criteria when necessary. Additionally, formative assessments are used within each unit of study. Furthermore, the Fountas & Pinnell assessment is used to evaluate reading progress. Progress in listening and speaking is assessed through teacher observations during instructional conversations. These evaluations may be scaffolded as needed to assess students at their current level.

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).

Instruction for ELLs is differentiated for all subgroups. The differentiated instruction is delivered to all students in the classroom and always aligned with Common Core Learning Standards. Presently, there are no SIFE students enrolled, however our instructional plan for SIFE students includes the following: A supportive environment for the students will be provided with a bilingual staff, ESL teachers using specific methods to help SIFEs reach academic success, a buddy system with classmates, and parent coordinator support for both students and parents in the school. Sheltered instruction in the form of an increased use of visuals and collaborative learning opportunities will be implemented. Thematic curricula and individual learning plans, as well as an adapted curriculum will be used to cover most relevant information that is accessible and age-appropriate. Explicit instruction will be given in the basic reading components: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Finally, students will have access to a literacy-rich environment.

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

For ELLs receiving services between 4-6 years, small group instruction is provided to target their specific needs. Previous testing data is used to determine their academic needs, and to teach them strategies and skills to improve their academic performance. Picture cards and picture dictionaries provide additional support. Students are guided in editing and publishing final pieces in writing and research. They are encouraged to use computer and Internet programs that are designed to increase vocabulary and improve grammar.

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

Former ELL students are monitored for two years after reaching proficiency on the NYSESLAT. If students are not successful in class, transitional support is offered based on individual needs, though not on a formal or regular basis. This support may be limited to specific content areas as needed. Test modifications are provided for all transitional students for up to two years after achieving proficiency on the NYSESLAT.

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?

ELLs identified as having special needs receive small group instruction provided by means of parallel, alternative and station teaching models. Students attend an extended day program and, in some classes, students are assisted by bilingual paraprofessionals. Students are supported with anticipatory strategies such as front-loading vocabulary and previewing texts to access background knowledge. Other scaffolding strategies included differentiated graphic organizers, sentence frames, and guide cards to help students focus. In addition, picture dictionaries and books in the native language are available for them. Collaborative student discussions are facilitated with the use of conversational prompts to improve comprehension, as well as speaking and listening skills.

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?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

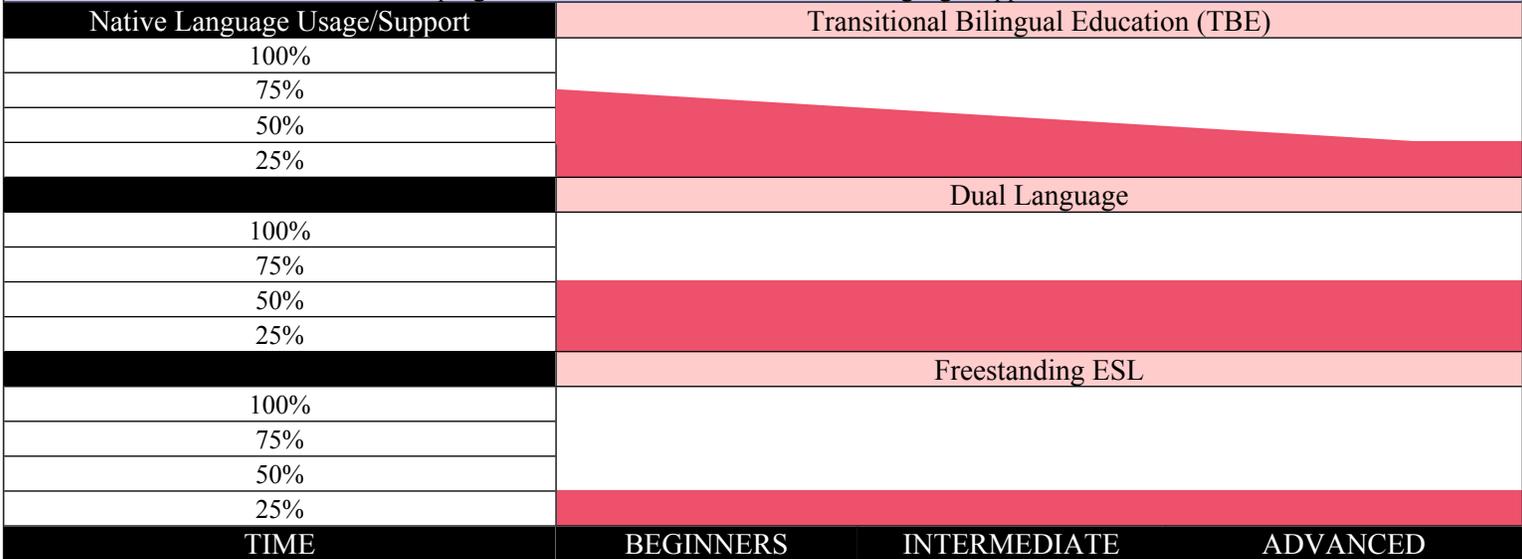
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
- Small groups work on vocabulary intervention through language analysis, and phonics intervention through ReadyGen and Foundations programs. Extended day focuses on small groups in math and/or ELA. All interventions are offered in English for all subgroups and the native language is used whenever possible to make content more comprehensible.
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 effective in meeting the needs of our ELLs through scaffolding and differentiated instruction, to offer students multiple entry points to engage with the content and language. Students are working with complex texts and rigorous content to ensure the effective development of academic language.
11. What new programs or improvements will be considered for the upcoming school year?
- The nature of the ESL program has been changed from a pull-out model to a push-in model, to provide continuity in the classroom. Both teachers work together in a team-teaching model to provide differentiated instruction and multiple entry points for all students.
12. What programs/services for ELLs will be discontinued and why?
- Not applicable
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At present, there is no after school program available, however, a morning extended day program is offered to ELLs. In addition, ELLs can participate in extra-curricular activities such as basketball, cheerleading, and ballroom dancing. Our dance teacher teaches content areas through dance and movement. Students learn vocabulary, cultural differences and similarities. All notices regarding curricular and extra-curricular programs are provided in English and the home language. All children are represented equally and can fully participate in any and all activities in our school community.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Picture dictionaries, books on tape, LeapPad Schoolhouse Program, Fundamentals Magnetic Card Program, and picture cards are used to support ELLs in the classroom. Internet access is available for educational websites (such as Raz Kids, Starfall, and BrainPop Jr.), designed to increase vocabulary and improve grammar. Interactive SMARTboard activities are used to support English proficiency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered to the students through bilingual paraprofessionals, bilingual picture dictionaries, bilingual books on tape, and books in the native language. Any teacher working with ELLs who speaks the native language may also deliver instruction in that language in a small group setting. Additionally, a peer who speaks the same language may provide support by translating instruction and/or assignments.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support ELLs' ages and grade levels in line with the curriculum, at their English proficiency level. Resources are age-appropriate and accessible to all grade levels.
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.
- New student orientation for all parents and students is provided before the beginning of the school year in August. Kindergarten orientation takes place in early September. For Kindergarten students who are newly enrolled before the beginning of the school year, a packet is provided encouraging the parents to work with their children on basic skills that they will need in school. Separation anxiety workshops are also provided by the guidance counselor, to help students adjust to their new environment. Parents are encouraged to contact the parent coordinator with any questions or concerns that arise.
18. What language electives are offered to ELLs?
- There are no language electives offered at PS 129.
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)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable.

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.
 1. All ELL personnel attend grade and faculty conferences devoted to differentiated learning and inquiry work. Bi-monthly grade conferences are held, as well as weekly inquiry meetings. In addition, ELL personnel are given opportunities throughout the year to attend professional development highlighting specific strategies to use with ELL students.
 2. ESL teachers attend monthly liaison meetings with the ELL Network Support Specialist, during which research-based methods for scaffolding learning aligned with the CCLS are presented. The ELL Network Support Specialist also presents professional development workshops to all teachers of ELLs in the school. Additionally, ESL teachers participate in webinars related to instructional shifts of the CCLS as they pertain to ELLs.
 3. As ELLs transition from Elementary to Middle School, the guidance counselor supports staff and speaks to the class as a whole, providing a directory and answering questions posed by the students. The guidance counselor is always available for students to meet with privately if they need additional concerns addressed. The assistant from the middle school comes in to present a summary of expectations and directives. Finally, open houses at the middle school are held throughout the year, and ELLs and their parents are strongly encouraged to attend.
 4. Teachers at PS 129 are experienced teachers who have had the 7.5 hours of mandated ESL training. An agenda maintains records of teachers meeting the required training. New teachers receive mentors who assist in this training. All teachers collaborate during inquiry work to discuss strategies that would best assist ESL students.

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

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.

Part VI: LAP Assurances

School Name: Patricia Larkin

School DBN: 25Q129

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marilyn Alesi	Principal		11/15/13
Angela Fiorenza	Assistant Principal		11/15/13
Laura Buquicchio	Parent Coordinator		11/15/13
Anna Cerilli	ESL Teacher		11/15/13
	Parent		11/15/13
Denise DiLiberti/ESL	Teacher/Subject Area		11/15/13
Penny Pavlatos/ESL	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Ivy Manheim	Guidance Counselor		11/15/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25q12 **School Name:** PS 129

Cluster: 2 **Network:** 204

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

Part A: Needs Assessment Findings

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

Our assessment is based on past needs. Leadership Team, Parent Coordinator, teachers, administrators, counselors and parents have all given their input. HLIS forms and ATS reports indicate the language needs. Federal lunch forms and emergency cards were an excellent indication of the needs of the school.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Major findings are included in Progress Report and disaggregated data in test results. It was noted that 46 % of our ELL students achieved at the 75th percentile in ELA and 41% in math. Our students' progress is at 78%, however. Communicating with the parents of all of the children is highly important. While we have 12% ELL children in our school, which is approximately 132 children, 52% are hispanic and 30 % are Asian. Therefore most of the parent population speaks another language.

The Progress Report is distributed to all staff, SLT members and PTA Executive Board members.

Part B: Strategies and Activities

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

The primary need is for four languages, Chinese, Spanish, Korean and Urdu. Written translation services will be needed for the many notices that are sent home. . . school calendar, PTA notices, workshop notices, Parent/Teacher conference notices class shows, class trips, letters for PTA bulletin, safety issues, etc. Translation services will be provided by in house personnel and the DOE Translation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We plan to provide translators for ELL orientation, PTA meetings, workshops, individual meetings, telephone conferences, special events, and Parent/Teacher Conferences. We will hire per session teachers, aides and paraprofessionals.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: 129

DBN: 25

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 70

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 1

of certified ESL/Bilingual teachers: 1

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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